DOCUMENT RESUME

ED 238 972 UD 023 203

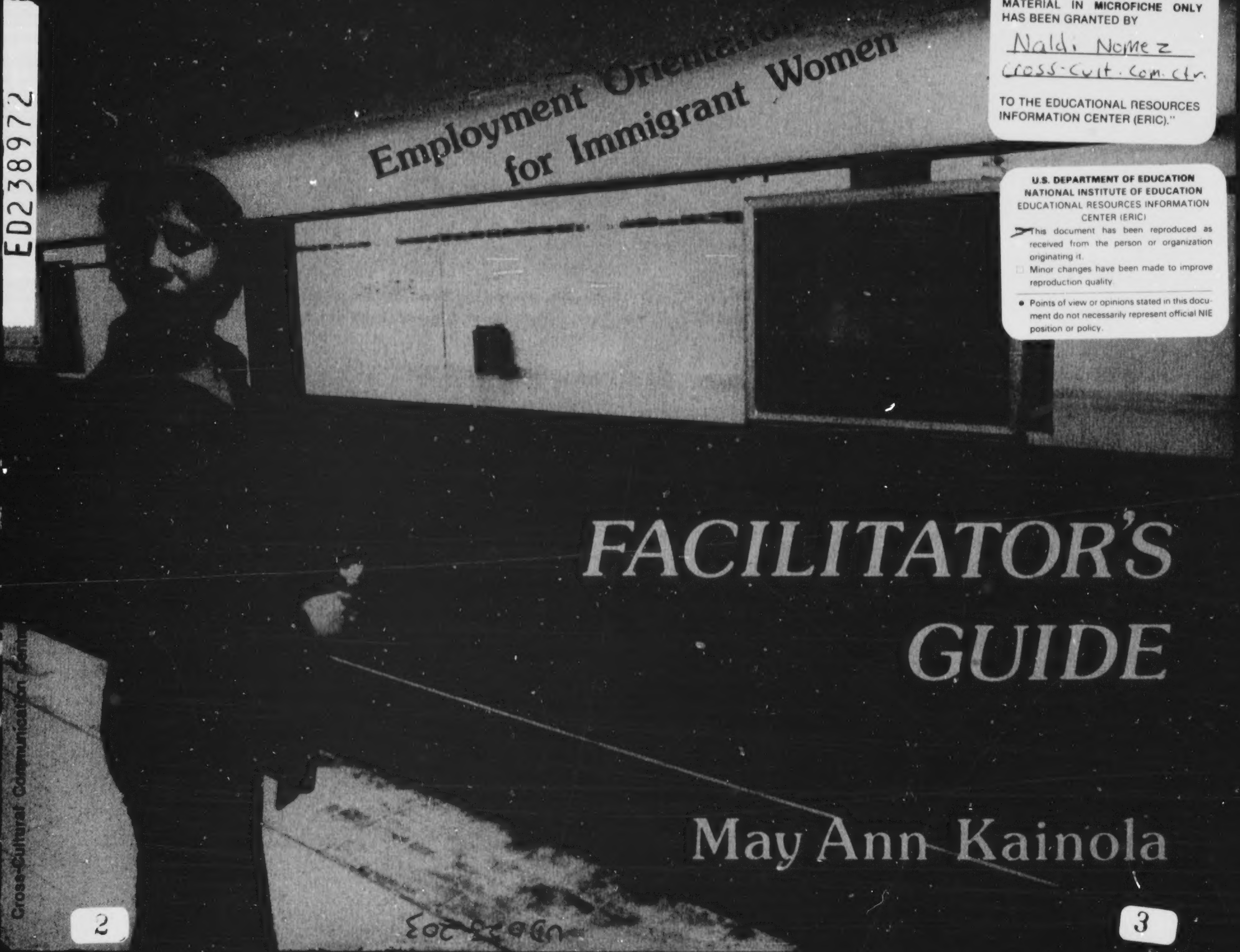
AUTHOR	Kainola, May Ann
TITLE	Making Changes: Employment Orientation for Immigrant Women. Facilitator's Guide.
INSTITUTION	Cross-Cultural Communication Centre, Toronto (Ontario).
PUB DATE	82
NOTE	267p.; For related document, see UD 023 202.
AVAILABLE FROM	Cross Cultural Communication Centre, 1991 Dufferin St, Toronto M6E 3P9 Ontario, Canada ($8.00 Canadian).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Career Change; *Career Planning; *Females; Foreign Countries; *Immigrants; Learning Activities; Orientation Materials; *Program Implementation; *Teaching Methods
IDENTIFIERS	*Canada

ABSTRACT

The overall objective of the "Making Changes" program, which is the subject of this facilitator handbook, is to help immigrant women in Canada establish more meaningful lives, specifically in terms of employment. After briefly describing the content of the program (career planning, information sharing and getting, job search skills, the language component, assertiveness development, and critical awareness development), the handbook lists detailed short-term and long-term objectives. This is followed by advice on implementing the program. The section on methodology (approximately one-half of the handbook) begins with a discussion of the principles of the pedagogic approach, the language component, and teaching techniques. The major part of the methodology section discusses the components of the participants' handbook (meant to accompany this volume) and suggests activities and facilitation techniques for each of the nine units in the participants' handbook. Appendixes contain information on pre-program interview questions, the final evaluation questionnaire, a promotional flyer, staff time and anticipated expenditures, resources and equipment, sample session outline and evaluation, selected bibliographies, and facilitators' guides to two program-related videotapes. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238972



Employment Orientatio for Immigrant Women

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Naldi Nomez
Cross-Cult. Com. Ctr.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FACILITATOR'S GUIDE

May Ann Kainola

Cross-Cultural Communication Cent

2

3

UD023 203

to my very special friends

at the Centre

ACKNOWLEDGEMENTS

The Cross-Cultural Communication Centre wishes to thank all those groups who have, in some way, contributed to the development of this book: members of the Brigada, participants in the 1981 Facilitators' Workshops, Times Change and all the immigrant women who have participated in MAKING CHANGES.

For their special contributions, we would like to especially thank Amal Umar for introducing MAKING CHANGES to the Centre; Jane Henson, Naldi Nomez and Margie Bruun-Meyer for their consultation; Jo Saxby, Laura Heller and Ingrid Wellmeier for their bibliographies; and Luis Osvaldo Garcia for a photograph.

The Centre also gratefully acknowledges the financial support of the Ontario Government Ministry of Citizenship and Culture - Newcomers Services and Wintario, the Secretary of State Multiculturalism Directorate, and the Canada Employment and Immigration Commission.

CONTENTS

Preface: Immigrant Women in Canada

Evolution of *Making Changes* 1

Rationale for the Program 3

Content of the *Making Changes* Program 5

- Career Planning 6
- Information Sharing and Information Getting 6
- Job Search Skills 6
- The Language Component 7
- Assertiveness Development 7
- The Development of Critical Awareness 7

Objectives 9

Implementation of the Program 14

- Needs Assessment 15
- Program Staff and Location 15
- Publicity and Outreach 15

- Target Group: The Program Participants 16
- Length of the Program 17
- Selection of the Group Members 18
- Planning and Preparation for Running the Program 19
- Preparation and Evaluation of the Sessions 20
- Career Orientation: Individual Interviews 21

Methodology 22

- Principles of the Pedagogic Approach 23
- Language Component 24
  - English for Special Purposes 24
  - The Functional Approach 24
- Techniques 25
  - Role-plays and Simulations 25
  - The Group Setting and the Use of the Tools and Materials in the Sessions . . . 27
  - Learning To Do Evaluations: Another Skill 28
  - Getting Information from a Visiting Resource Person 31

    - Brainstorming and Getting Input from Group Members. 33
    - Grouping in Activities. 37
  - The Participant's Handbook. 38
    - Components. 39
    - How the Book Can be Used in the Making Changes Program. 40
    - The Units: Suggested Activities and Facilitation Techniques. 44
Appendices. 86

Deborah Barndt

PREFACE: IMMIGRANT WOMEN IN CANADA

by Naldi Nomez

Being "immigrant", "woman" and "worker" means finding oneself discriminated against by mainstream institutions, exploited at the workplace and, in many instances, oppressed and abused in the home. The immigrant woman soon discovers that in her new society she is presented with few alternatives, little support and a great deal of pressure. Money is scarce so she gets a job, working eight hours a day as a cleaning lady, a dishwasher or sewing machine operator. At home, she is still expected to perform as the perfect mother, wife and housekeeper. Moreover, no matter how much she works and contributes to her home and society, she is told repeatedly that she is not the "breadwinner" and that since she has come as a "sponsored" immigrant, she does not qualify for English courses. Again and again, she hears that she has no "marketable" skills and that she is not eligible for certain "benefits". She is then told she'd better go to a garment factory because she doesn't need English to work there.

Once in the workplace, often doing an unskilled, low-paid job, the immigrant woman finds herself unable to communicate with co-workers outside her own ethnic group and with practically no resources to fight against exploitative working conditions. Some time passes before she discovers that she belongs to a union and that dues have been deducted from her paycheque for months. Lack of union support, inadequate labour legislation and little knowledge of the rights of working women often put an immigrant woman in the position of being super exploited as a worker, as an immigrant and as a woman.

In spite of all this, immigrant women have come and will continue to come to Canada on their own or with their men and their children in search of a better and dignified life. In their search, they have found, and will continue to find, the strength and willpower to organize social agencies in their own communities, to participate in and to organize unions, to learn and seek out ways to better their own existence.

THE EVOLUTION OF MAKING CHANGES

The first Making Changes program was offered by Humber College in Toronto in 1977. It was modelled after a similar orientation program, Opportunity for Advancement, which focussed on the needs of sole support mothers. Judith McCallum, a West Indian woman, working within her community, recognized that immigrant women, while sharing many of the same problems as Canadians looking for work, had many difficulties unique to the immigrant experience. She, therefore, prepared a program that attempted to deal with the special needs and problems of immigrant women. That first course, attended by women from the West Indian community, was followed by others in which immigrant women from different nationalities, cultures and languages participated. Judith McCallum produced the first Making Changes handbook and accompanying materials for facilitators.

Throughout the short history of this program, changes in the content and methodology have been made, according to the input of different participants and facilitators. This dynamic contined following the introduction of Making Changes into the programming of the Cross Cultural Communication Centre in the spring of 1979. It was the intention of the Centre to adapt the Making Changes materials for use in English-as-a-second language classes. An experimental class was set up in collaboration with the Working Women Community Centre in 1980 to determine the most effective model for combining the Making Changes employment orientation content with language instruction. It was found that, in attempting to deal in greater depth with language difficulties, the orientation goals could not be met. A second model was developed, therefore, in which language instruction and practice were seen as a part of the program in the development of interview strategies and the preparation of documents for job search. Thus the subsequent programs at the Centre offered Making Changes employment orientation with an English for special purposes component.

In addition to the input of program participants, there were others who helped to shape the present Making Changes content and techniques: the Brigada, a group of teachers and community workers who met regularly to discuss teaching in community ESL and orientation classes, and a group of teachers who participated in a workshop series in January 1981 to learn how to facilitate a Making Changes program.

A feature not present in the first programs was the use of visuals. The Centre undertook the production of two video tapes: Job Search: The Interview and The Rights of Working Women to complement the printed materials and the content of the sessions. The Participants Handbook was designed and illustrated by Margie Bruun-Meyer to add a strong visual element to the program's printed materials. The graphics and photographs have a dual function: they are illustrations and they are catalysts for reflection, discussion and action.

As more and more community groups offer Making Changes to their own members, it is expected that the program will be adapted to the needs of each particular group of immigrant women. Therefore, as it continues to help women make changes, it, too, will change.

MAKING CHANGES

Luis Osvaldo Garcia

Deborah Barndt

RATIONALE FOR THE PROGRAM

RATIONALE FOR THE PROGRAM

Making Changes: Employment Orientation for Immigrant Women is a life skills program with a specific focus on the development of career planning, information getting, job search, language and assertiveness skills and critical awareness around issues of concern to immigrant women workers. It is designed for immigrant women who feel isolated in their homes and jobs and who are frustrated by the obstacles that hinder them from participating more actively in their new society. It is for immigrant women who are seeking to make changes in their working lives but who do not have the knowledge, information nor confidence to carry them out.

This program recognizes the significant contributions that immigrant women make in Canada; it also recognizes that in order to achieve their full potential as active members in their new society, they must be given the same access to retraining and desirable jobs as Canadians. Making Changes, therefore, proposes to help immigrant women to plan their futures, to investigate their retraining possibilities, to prepare for their job search, to build up their self-confidence, to learn how to deal more effectively with obstacles and to increase their awareness of themselves as active participants of the workplace and the community.

Deborah Barndt

CONTENT OF THE MAKING CHANGES PROGRAM

CONTENT OF THE MAKING CHANGES PROGRAM

The program is made up of the following interrelated components: career planning, information sharing and the acquisition of skills in information getting, job search, language and assertiveness and the development of critical awareness.

Career Planning

Within the group, each participant is encouraged to clarify her goals, identify her skills and interests, determine the skills she needs to acquire and identify obstacles that hinder her from pursuing her goals. Each group member is also invited to continue this process on an individual basis with the facilitator during the program (between sessions) and after the program finishes.

Information Sharing and Information Getting

This component involves sharing information through individual counselling, group activities, printed and audio visual materials and resource persons. It also involves learning how to get information from the possible sources of information in the community. Special emphasis is placed on developing strategies and the language needed for acquiring information in face-to-face situations and over the telephone.

The content of the information sharing centres on the services offered by various institutions that immigrant women come in contact with and includes Manpower retraining and continuing education programs, community services, job and labour market information, and working women's rights.

Job Search Skills

The process of job search, as exemplified by looking for a job through classified ads and door-to-door job hunts, is outlined and the various steps practised. Strategies and language functions are developed for the different types of encounter situations, such as phoning about a job ad and going for a job interview. Throughout the program, participants prepare all the documents needed in their job search including a job search record, résumé and cover letter.

The Language Component

Making Changes teaches English for special purposes. The special purposes are related to job search, investigating one's training possibilities and insisting on one's right on the job. The language practised in the program prepares group members to deal with the difficult situations they encounter in their search for assistance, training or jobs. In the functional approach to the language learning followed in this program, the focus is on what language is used for rather than on the structure or the grammatical form.

Although the focus is on oral skills, writing is also taught in the preparation of documents and for the reinforcement of spoken language.

Assertiveness Development

The development of assertiveness is one of the main threads that run through the program. Assertiveness is worked on over a period of time as the participants build up their self-confidence through greater knowledge of their skills, options and rights and an understanding of the obstacles that hinder them from achieving their goals. By practising ways of dealing with difficult situations and obstacles within a mutually supportive group environment, the members become conscious that they are able to take greater control in situations in which they had previously only reacted.

Role playing is used extensively as a technique to examine difficult situations and to learn alternative ways of dealing with problems as well as practising the language to carry them out. Part of assertiveness development lies in the recognition of the cultural differences between the societies from which the women emigrate and the dominant Canadian culture where assertiveness is highly regarded.

The Development of Critical Awareness

An important aspect of Making Changes is being aware of the forces in society that affect one's life. In the case of immigrant women in Canada, there are a number of factors which have a direct bearing on the situation of immigrants. However, immigrant women often feel that their own situations and difficulties are peculiar to them and that they are somehow to blame for them.

The program, therefore, attempts to help immigrant women to analyze and determine the relationship between their personal problems and the policies that affect their possibilities for training and learning English, the state of the Canadian labour market and the impact of the new technology. In addition to gaining a better understanding of the obstacles that hinder the achievement of their goals, group members also become aware of their rights and the strength that they can have in working and struggling with others around issues of common concern.

In order to help develop critical awareness around the issues mentioned above, the Participant's Handbook provides a special component called Questions to Think and Talk About in each unit. The questions provoke thought and stimulate discussion within the group, leading to an increased understanding of social issues and an attempt to propose solutions.

OBJECTIVES

Deborah Barndt

OBJECTIVES

The general objective of the Making Changes program is to help immigrant women to establish more meaningful lives in their new society. More specifically, it helps immigrant women to work towards the following:

1. Increased skills in:
    - planning their job search and training
    - getting information
    - assessing their skills and goals
    - evaluating their own learning
    - analyzing difficult situations and taking more control in future ones
    - participating in group problem solving
    - describing their skills, experiences, strengths and limitations
    - preparing the documents necessary for job search or enrollment in training programs

2. Improved language skills required in:
    - introducing oneself in various situations
    - analysis and group discussion
    - making phone calls
    - job and other kinds of interviews
    - dealing with difficult situations
    - preparation of documents
    - demanding one's rights
3. Greater knowledge and understanding of:
    - their rights as citizens, as landed immigrants or refugees, workers, women and job seekers
    - the functioning of government institutions and agencies
    - government policies on employment and retraining
    - the government and community services available to them and their families

- the role of immigrants in the Canadian economy
- the labour market and the new technology
- labour unions
- their own prospects vis-à-vis jobs and retraining

4. Increased self-esteem as:

- women, wives and mothers who form the basis of family and community organizations
- immigrants who have rich cultural heritages, who contribute to their own communities and to the Canadian society in general
- workers whose labour benefits the development of the country
- job seekers who have many skills to offer prospective employers and/or who have the ability to acquire new ones

5. Increased self-reliance and assertiveness in:

- dealing with institutions, such as CEIC, schools, banks, etc.
- carrying out job search
- getting retraining and upgrading
- participating in groups around issues of common concern
- demanding respect for their rights

6. Increased awareness around:

- the value of working together in a group
- the need to work collectively on issues of common concern
- the potential for personal growth
- the nature of the obstacles that hinder their development, such as racism and discrimination, lack of provision of services, etc.
- the importance of solidarity with other immigrant women and Canadian women

The Making Changes program then proposes to help immigrant women to acquire more skills, improve their ability to express themselves in specific situations, gain a greater understanding of the forces in society that affect them, increase their self-esteem and assertiveness and develop their awareness around the importance of collective action and the nature of obstacles that prevent them from creating better lives in Canada. It must be recognized, however, that each immigrant woman in the program comes with her own needs, goals, level of understanding and awareness. This is far from being a disadvantage; in fact, it gives the program one of its greatest strengths in the sharing by the participants and facilitators of their experience, knowledge and insights.

It is also important to realize that "real" changes cannot happen in the space of ten, twelve or even a fifteen week program, especially when it is not intensive. The program can "plant seeds" that may bear fruit months after the program finishes officially. An example of this process is the case of Dolores, a Portuguese woman, who felt uncomfortable asserting her rights in a work situation. When she role-played the situation in the group session, she enjoyed being able to refuse to do extra work that would keep her at the office longer hours, for which she received no overtime pay. However, she said that she still felt she could not confront her supervisor in the real situation. Two months later, she called the facilitator of the program to ask for help: she wanted to discuss the strategies she could use to deal with the supervisor, who was always pleasant, but continued to make the same unreasonable demands. She and the facilitator met to discuss the problem and to role-play the confronting stance that Dolores wished to make. The following day, she carried through her plan, realizing that the worst thing that could happen was she might lose her job. However, at that point, she also felt that she would be able to get another one because her skills and experience were in demand. She was surprised when her supervisor admitted her mistakes and asked Dolores to inform her in the future of her feelings.

Dolores' case is only one of such instances. As the participants leave the program, they have begun to think about and plan the changes that may take them into different directions. Lucia (Participant's Handbook, p. 33) went from being an active homemaker and mother to a student and then a full-time worker all in the space of a year and a half. This affected the relationships and activities in her home; her husband and teenage boys suddenly found themselves doing more of the housework so that Mom could study and work outside the house. Her studying and her job were a source of pride for her family, but they also created problems that had to be worked out. However, she says she is much happier with her work outside the home, which gives her greater satisfaction, independence and earning power. Of course, there are always new problems: her employer was rude to her in front of a customer, but she was fairly quick to respond in an appropriate way. And so it goes on.

It is, therefore, important to distinguish between the short and long-term objectives of the program (i.e., what the goals are for the duration of the program and what can result after the end of the program). Both Dolores and Lucia acquired skills, knowledge and information during the program, some of which they were able to put into practice almost immediately. For example, Lucia began to research careers during the program and took the necessary steps to get into a training course (Participant's Handbook, pp. 61 and 69). However, it is often not until later that some of newly acquired skills are put into practice. Examples of this are the situations of Dolores confronting her supervisor and Lucia dealing with her family's resentment of her change in roles.

Deborah Barndt

IMPLEMENTATION OF THE PROGRAM

IMPLEMENTATION OF THE PROGRAM

Needs Assessment

Before preparing to offer this program, it is recommended that a needs assessment be carried out to determine if it is a priority for the community. For instance, there may be a greater need for a basic English as a second language program. It should also be established whether or not a similar course is already being offered in the community in order not to duplicate services. In the case of the Making Changes program, there has been such a demonstrated demand that a second or even a third program might be needed in some areas .

Funding for the program must also be considered if a community group plans to offer the program. For a breakdown of the staff time required for implementation and the anticipated expenditures, see Appendix IV.

Program Staff and Location

The program can be successfully staffed by three persons: two facilitators and a childcare worker. The facilitators can be involved in all aspects of the program: setting it up, facilitating

the sessions and doing career orientation. The facilitators should be women who are sensitive and knowledgeable in issues related to immigrant women, have some knowledge and experience in language learning and teaching, life skills and career counselling. The childcare worker, who will be responsible for the children accompanying their mothers, must have experience and training in setting up play activities for young children.

The sessions should take place in a location that is easily accessible by public transportation. The locale itself should be comfortable and informal and have facilities for childcare near by.

Publicity and Outreach

The kind and the amount of publicity needed is determined by the particular target group being approached. For example, a community centre that does direct service could do outreach within their own client group. However, if a community group or a school wishes to reach the public at large, they should approach the ethnic and community media--radio, television and the press--with a press release and a mailing of a promotional flyer to community and women's groups and centres, libraries, community colleges, boards of education and government services to immigrants. In Ontario, a flyer to Newcomer News, a publication of the Ministry of Citizenship and Culture, distributed in ESL classes, can also bring students or ex-students. A follow-up phone call to the media or centres to remind them of the deadline is usually a good idea. For a sample of a program flyer, see Appendix III.

Target Group: The Program Participants

The immigrant women in a Making Changes program come from varying backgrounds and at the time of their enrollment are in different situations: some are working inside the home, unemployed or laid off, others are underemployed, employed in exploitative working conditions or studying part-time. An attribute that they all share is that they want to make changes in their lives, particularly with regard to upgrading or employment. They may all be from the same language or cultural group, depending on the centre offering the program, or they may be immigrants from many different countries. The following is an example of a multi-ethnic group that attended a Making Changes program at the Cross-Cultural Communication Centre in 1980.

The 13 women who attended the sessions were from 12 different countries: Ecuador, Uruguay, India, Japan, Uganda, Chile, Greece, Italy, Hong Kong, Palestine, U.S.S.R. and Taiwan. The length of time that they had been in Canada varied: there were 7 women who had been in the country for less than 3 years, 5 women had been in Canada from 3 to 7 years, and a woman who had been in Canada for 29 years.

All of the women spoke English as their second language and for some (6 of them), English was their third or fourth language. Although all of them could express themselves in English, their English fluency varied according to the length of time spent in Canada, the way in which they acquired the language and the opportunities available to practise the new language.

Even though the group seemed quite diverse, they were in fact very homogenous. There were some important factors common to most of the women, such as their past socio-economic background and educational level and their present employment situation and aspirations. All of the women, except one, had over grade 10 education. Six had completed high school and/or commercial education, three had university education and three had incomplete high school education. In their countries of origin, most of the women had held jobs that required some degree of skill: hairdresser, typist, nurse's assistant, shopkeeper, secretary, floral designer, teacher, draftsperson, mechanical engineer.

Their common employment experience at different stages in Canada was one of underemployment, which is translated into low-paid, dead-end jobs. Their experience included work in garment factory jobs or temporary, short-term, seasonal employment such as teaching a few hours at heritage language programs or working during Christmas.

The women's employment situation at the beginning of the course was as follows: 7 were unemployed, 3 were working in garment factories, 1 was a waitress, 1 was employed as a community worker and 1 as a data entry operator.

The women's relatively high level of education and professional skills provided a real potential for mobility. For some women, achieving their career/job goals was a matter of time, perseverance, orientation, preparation and encouragement. For others, despite their education and skills, "to make changes" was an extremely difficult struggle. A basic obstacle to makind changes is financial need. When a woman cannot afford to lose a single day of pay, it is almost impossible to find an alternative job or to retrained for a new career.

Immediate follow-up with some of the members of the group showed these results: two women were able to get into CEIC retraining programs soon after the program, two others with clerical and secretarial backgrounds got jobs in community centres.

Length of the Program

The experience of the Centre has been to offer the Making Changes program for 10 to 12 sessions of 3 hours each. This time period could be increased to 15 sessions or more depending on the finances of the group sponsoring the program and the particular needs of the target group. A more intensive program that allowed for extra practice and the opportunity to meet with more resource persons would certainly be beneficial. The materials that have been developed for this program are sufficient for at least a 60 to 70 hour program.

Selection of the Group Members

The ideal number of participants is between 10 and 15. If a centre would like to accommodate more, it is advisable to form new groups.

The criteria for selection of candidates for a Making Changes program obviously varies with different centres. However, the Centre's prospective participants have:

- a minimum of an intermediate level of competence in spoken English
- a need for information on retraining or job search
- a need to clarify career goals and skills
- a need to develop assertiveness in interactional situations
- an ability to deal with one's problems and seek solutions in a group learning environment

Immigrant women interested in taking the program are asked to respond to publicity either by a letter or a phone call by a certain deadline. Through the phone call the staff person attempts to determine if the applicant understands the nature of the program, the time commitment and the hour of the sessions. Occasionally, there is confusion: some persons who respond think that it is strictly a job placement centre or an ESL program. The interview which then follows, plays an important role in determining the success of the program. The interview lasts between half an hour and an hour and serves the following purposes:

- to obtain information on the backgrounds and the current life situation of the applicant
- to enable facilitators and applicants to mutually assess the usefulness of the program to the applicant
- to assist the applicants in identifying their needs

- to inform the applicants of the topic area that the program will cover
- to enable the facilitators to determine the applicant's level of spoken English
- to assess the language needs of the prospective participants
- to discuss the nature of the commitment in terms of time, effort and the kind of learner participation that would be required

A questionnaire designed to gather some of the needed information in the pre-program interview can be found in Appendix I. This serves as a guide for interviewing, though it should not be followed strictly. The process chart in the Introduction of the Participant's Handbook is helpful in explaining the program to the applicants. Applicants who have needs that cannot be met by the program may be referred to other programs, services or institutions.

Planning and Preparation for Running the Program

In setting up a program, resource materials must be collected and required tools and equipment rented or purchased. It is advisable to update the resources on a regular basis since there are often changes in government policies and retraining programs. For example, at one time there was a demand for floral designers so Canada Employment and Immigration (CEIC) offered to sponsor a retraining program in this area. However, within a year, the labour market demand for floral designers had decreased and CEIC withdrew its support.

The kinds of materials that are required in the sessions and for participants' research can usually be obtained free of charge from various sources. Some examples are:

- lists of Canada Manpower Training Programs from CEIC
- the Career Selectors from the Ministry of Labour's Women's Bureau
- calendars and brochures from community colleges, boards of education and universities
- pamphlets on community programs from community centres and agencies

- booklets on ESL classes in the area
- directory of ESL classes in Metropolitan Toronto

For lists of suggested resources, see the Participant's Handbook, Appendices II, III, IV and V.

Other important resources and tools that have not been mentioned in the Participant's Handbook include: the Canadian Classification and Directory of Occupations, the video tapes, Job Search: The Interview and Rights of Working Women and a film on women entering the skilled trades and technology called Breaking Through. For a comprehensive list of all the resources and their sources, see Appendix V of this book.

Preparation and Evaluation of the Sessions

Before a program begins, the facilitators prepare an outline of what they expect to cover in the number of hours alloted for the sessions. Before each session, they meet to decide on the "linkage" activity, the agenda or list of activities, the content, the special materials needed, the division of facilitation in the session, the techniques to use, the timing of the activities and the division of tasks.

After the session, the facilitators meet again to evaluate the strengths and weaknesses of each aspect of the session in order to: improve the following sessions, to document the session's activities and the progress of the participants on their learning, and to determine the participants' counselling and career planning needs.

(For samples of an outline and an evaluation of a session, see Appendices VI and VII). A final staff evaluation is also carried out in order to document the process, make recommendations for future programs, assess the participants' evaluations and plan follow-up for those needing and requesting it.

In order to plan for the sessions it is also necessary to establish the participants' interest in more information and their desire to have a visiting resource person. It is useful to have some specific suggestions on additional resources and also to have some contacts in the anticipated areas. For a list of the possible types of resource persons, see the Methodology section of this book under "Getting information from a visiting resource person."

Career Orientation: Individual Interviews

After the session on "Goals", the participants are invited to come for individual interviews to plan their future steps in greater detail. The specific aims of these meetings are:

- to help clarify goals
- to guide research for a retraining program
- to assist in preparing documents such as résumés and cover letters
- to help set up contacts with counsellors and possible workplaces
- to do role-plays for difficult situations, such as job interviews
- to help participants correct special language problems

In addition to the actual "individual orientation" interviews, the facilitators need to build in extra time in order to do the follow-up of and preparation for this aspect of the program. This might involve doing research on specific occupations of interest to participants in setting up contacts.

The following are examples of the individual assistance that has been given to Making Changes participants.

> Manjula came twice: the first time, she did research on different training courses and the second time she role-played to prepare for an interview with the principal of a training school for registered nursing assistants. Initially she appeared unclear about the reasons for her interest in nursing; however, she examined her motives and by the final role-play, she was able to articulate her reasons for choosing nursing as a second career.
>
> In the group sessions, Janet expressed an interest in working in a library. She was a secretary by profession, but she had always been fond of libraries. She was put in contact with a librarian in the public library system and introduced to the librarian at the Cross-Cultural Communication Centre. She applied for a clerical position in the public library system and finally applied for and got a job as library assistant in an alternative library.

METHODOLOGY

Deborah Barndt

METHODOLOGY

Principles of the Pedagogic Approach

Making Changes attempts to provide a group learning process in which participants can acquire the confidence, the information and the skills needed to plan and carry out their proposed changes. The underlying principles of the program's pedagogic approach are as follows:

- Non-authoritarian. There is an assumption that all persons in the group have knowledge, experience and skills that can be shared. Therefore, the role of the group leaders is to facilitate the sharing and not to pose as the "experts".
- Problem-solving and strategy-building. The main objective of the program is to enable immigrant workers to deal more effectively with the problems and obstacles that hinder them from achieving their goals. The program emphasizes the development of analytical skills to understand these problems and outlines appropriate strategies and skills to deal with them.
- Experiential. The program is based on the experiences and needs of the participants and makes use of techniques such as role-plays and group support.
- Participant-centered and directed. Participants in the program are encouraged to direct their own learning. Therefore, the facilitators take direction from the participants for content and activities. Group members also evaluate the sessions.
- Developmental. The program recognizes the potential for personal growth and the development of the individual.
- Skills development. Analytical, planning, organizational, information-getting and job search skills are learned and practised in this program.
- Awareness building. People are able to act once they become aware of the nature of their problems, their rights, their potential for action and success and the strength of group support and collective action.

The Language Component

★ English for special purposes.

The learning and practice of appropriate language for different situations is an important component of the program. For example, participants practise doing interviews, making phone calls to get information, and speaking with one's doctor or the children's teacher. While the book contains specific language exercises, usually combined with strategies, it should be noted that all activities have language development aspects. The program encourages participants to articulate their feelings, opinions and aspirations and describe their skills, goals and experiences. Participants learn the language to analyze and to evaluate their experiences. They also practise the vocabulary necessary to understand the economy and society in which they live and work.

The facilitators can use the role-plays as a means of monitoring language difficulties. They can make suggestions directly or note them and incorporate them in a future individual or group exercise. Areas of language difficulties can be anticipated from the pre-program interviews.

The facilitators should set language objectives for each session. For example, in Unit Five, Training for a New Career, the objectives might be to practise language for getting information, describing one's educational level and previous work experience, and stating career goals.

★ The functional approach.

In the functional approach to language learning followed in this program, the focus is on what the language is used for or what one wishes to communicate with it rather than on the structure or the grammatical form. This does not mean that the structure is not important, but rather, it suggests that the uses of the language are the priorities. For example, a facilitator following a functional approach decides to practise the following functions (what the language is used for) for a door-to-door job hunt.

. introducing oneself

. asking about vacancies

. asking for an interview

. asking for information about a job

- describing previous experience
- reassuring the prospective employer of her ability to do the job

The facilitator then looks at the possible grammatical forms that realize these functions. She may determine these with the group through a brainstorming activity. The number of structures learned would depend on the level of language competence of group members. An example of a function to use in the situation of door-to-door job hunt is "asking about vacancies". A sample of appropriate structures are as follows:

- Hello, I'd like to know if you have any job vacancies at the moment.
- Would you happen to have any vacancies in your firm?
- I'd be interested in working in your company. Would you happen to need any clerical assistance in the near future?
- Could you use a qualified mechanic?
- I understand that you are looking for mechanics; I'd like to apply.

Some of the above are in question form; others are in statement form. Some are direct; others are indirect; some are in the present tense; others use conditional or modal forms. What they have in common is that they all perform the same function: asking about job vacancies.

Techniques

★ Role-plays and simulations.

A technique that is particularly conducive to an experiential, participant-centered and problem-solving model of group learning is the use of role-plays or simulations. The distinction that has been drawn between a role-play and a simulation is that a role-play requires the participants to take on the role of other people in real or fictitious situations, whereas a simulation requires the participants to act out some actual situation in which they have been or expect to be involved. However, for the sake of simplicity, only the term role-play is used to apply to both forms of "acting out".

Role-playing is used in this program in two ways:

- as a demonstration of situations, behaviour, strategy building and language practice. The demonstration serves as a catalyst for analysis, problem-solving and strategy building. It can also be a model for role-playing. An example of role-playing as a catalyst and as a strategizing model is in the use of the video tape, Job Search: The Interview. (See the Appendix for the user's guide and a more detailed description). Another example would be the role-playing by the facilitators of Elena Ramos' visits to Canada Employment Centre (see Unit Two, Participant's Handbook).

- as a means of getting participants to work through difficult situations, such as a job interview. The objectives of implementing this technique are:

    - The situation takes on a very realistic dimension because people, when they are "acting", often portray their actual responses in similar situations
    - It provides an opportunity for the facilitators to monitor the participant's linguistic performance.
    - It involves the other group members in assisting and supporting the person who is role-playing by providing suggestions and encouragement.
    - Benefits also accrue to the other group members. As they see their suggestions being incorporated, they feel their own skills and experience being validated.
    - The participants develop assertiveness skills.

Use of the role-play in problem solving.

The process for the analysis is provided in Unit Two, Taking Control, Participant's Handbook, p. 28.

There is a description of the situation, those involved and the relationship between those involved. This is followed by an expression of one's feelings about the situation and an expression of one's perceived rights, wants and desires. There is a statement of the action that would be required and the risks involved if the person performs the action. Then, there is the preparation for a similar action in the future.

Potential situations for role-playing.

The participants usually provide the situations that they want to role-play. The following are some common role-play situations.

- Family situations in which the group member wants to discuss or confront a problem with a family member.
- Dealing with personnel in institutions, e.g., going to a Canada Employment Centre for a job, for information, or to apply for unemployment insurance benefits; going to a school to talk with the children's teacher, etc.
- Going for job interviews in which a group member felt discriminated against because of her colour.
- Dealing with unfair practices by a supervisor or employer, making a complaint to an employment standards office.

- The group setting and the use of the tools and materials in the sessions.

To facilitate the group building and the problem-solving process, it is important to provide an environment and a framework for the sessions that are conducive to the active participation of the group members. A successful type of setting has been the living room area of a small community centre. The group generally sits in a circle or a semi-circle around the key visual, whether it be a flip chart stand, charts or a video playback unit. The tools that have been used extensively in the program are flip chart paper and felt pens. A blackboard and chalk could also be used. The objective in using these types of tools is that they provide a central focus and are "publically owned".

The chart paper facilitates a number of activities: presenting information and the list of planned activities of each session, recording information from the group, brainstorming, group analysis, and reporting back from smaller groups. The group members can also be encouraged to use these tools to explain or demonstrate.

★ Learning to do evaluations: another skill.

Evaluations can be fairly intimidating for both the facilitators and the participants, who do not want to criticize the people who are helping them. Therefore, the purpose of the evaluations should be clear and the format unimposing. The role of evaluation should be discussed with the participants in one of the first sessions. The purpose of involving the group members in doing evaluation is:

. to help improve the techniques and materials

. to keep the sessions relevant to the needs of the participants

. to engage the participants in actively planning their own learning

. to teach the participants to look critically at their own progress and the group learning process

. to learn a skill that is transferable to situations outside the group

. to encourage group members to express their opinions, both positive and negative, within a group setting

. to develop an awareness of one's right to question and examine those things that affect one's life

. to provide the opportunity to learn the language needed to express opinions

The timing of the evaluation is flexible. Evaluations can be done informally at different times during the session. However, it is important to have a more formal one, either at the end of the session or at the beginning of the following session. If it is done at the end of a session, it can be used as a summary. If it is used at the beginning, it serves the purpose of reviewing the previous session.

The format of an evaluation should be simple. It can be a series of standard questions. For example:

How did this session help me to:

. gain more confidence?

. improve my English?

. get more information?

. learn new strategies to deal more effectively with difficult situations?

. plan my future more effectively?

How did this session help the group to:

. work together better?

. understand the Canadian system better?

Another format is using the list of activities for the session.

Activities	Useful	Not Useful	Liked	Disliked	Can Be Changed or Added To
1. Role-playing of Elena's visits to a CEIC					
2. Information about CEIC					

After making appropriate check marks in the squares, the participants could say why they felt that way. (See Unit Four: Skills, for an example of an evaluation of skills learned).

Another format is asking very specific questions about the activities. In evaluating a previous session (Session Two), the following questions were asked:

- What new words or expressions did you learn in Session Two?
- What other things do you remember about the session?
- What did you learn from the role-playing of the visits to a CEIC?
- What part of the session did you feel was not useful for you?

The language of evaluation.

Functions	Grammatical Forms
Expressing an Opinion	I don't think we get enough time to practise job interviews. I found the role-play very useful--it made me feel more confident.
Comparison/Expressing Likes/Dislikes	I didn't like this activity as much as the first.
Making a Suggestion	In the next session, maybe we could talk more about training program. Could we spend more time doing role-plays?

Evaluation at the end of the program.

Group members are asked to participate in a written and oral evaluation, the objective of which is twofold: to improve on future programs and to serve as a summary and an indication for the participants of what they have learned. Unit Nine: The Next Step is a final evaluation that focusses on the Participant's Handbook. A sample of another final evaluation questionnaire can be found in Appendix II.

★ Getting information from a visiting resource person.

Resource persons from the community and government institutions are invited to speak to the group in order to provide further information about a certain area of interest or concern. The participants should be consulted by the third session for their preferences for information, e.g., sponsored training programs, schools, non-traditional occupations.

The objectives in inviting a resource person are several:

- to get up-to-date, reliable information
- to demystify institutions by giving the opportunity for an exchange in a less threatening situation
- to give participants the opportunity to gain confidence in a seminar-type environment
- to help group members to develop a better understanding of the functioning of institutions, programs, etc.
- to learn the appropriate language functions for getting information

Type of person.

The type of resource person who would be most suitable is one who is sympathetic, open, realistic, with a good understanding of the system and perhaps a willingness to be contacted by the participants or facilitators of the program in the future.

Possible resource persons.

- CEIC special counsellors
- Women into Trades
- instructors from such programs as: Introduction to Non-traditional

Occupations, Women into Trades and Technology

- school community relations workers
- Ontario Human Rights Commission officers
- social service or community workers
- community college career counsellors

Preparation for the visit.

The group can prepare questions before the visit by brainstorming. They could anticipate some language functions necessary for getting information. This is an activity in which the participants could assume the responsibility for organizing and conducting. This would involve doing introductions, setting the agenda, chairing the meeting, thanking the resource person and conducting an evaluation after the visit.

Examples of functions used in the visit of a resource person.

Interpreting, asking for clarification on presentation:

Excuse me. I didn't understand all of that. Could you repeat the last part?

Asking for more information or elucidation, exemplification:

You said that there are many courses available to women. What are they?

Asking for verification:

A counsellor told me that I had to work a year before I could get any language training. Is that true?

Getting the floow:

Excuse me. Could I ask a question?
I'd like to ask a question, if I may.

Asking for advice or suggestions:

How should I go about registering for the course?

Request for (further) information:

Could you tell me what the qualifications are for getting into the courses?

Would Canada Employment sponsor me in such a program?

Asking for strategies and advice:

> If I wanted to get on-the-job training, what steps would I take?

Expressing an opinion and substantiating it with an anecdote:

> I don't think that the keypunch course will help a woman to get a job. I know a woman who took the course, did very well, but could not find a job after. There are too many trained keypunch operators.

Thanking the visiting resource person:

> On behalf of the group, I would like to thank you for coming this evening and sharing your information and suggestions with us. It has been very useful and interesting.

Expressing opinions in evaluating the visit:

- I found the guest speaker's presentation very helpful.
- Her explanations were clear.
- She was very warm.

- It was interesting but those occupations are not for me.
- The next time, I would like to have more chance for questions.
- She was a little evasive.

- Brainstorming and getting input from group members.

Brainstorming is a technique that is used in groups to generate as many ideas on a particular topic as possible in a prescribed time limit. After all the ideas are out, there is then a discussion and an organization of the data. The responses are recorded on flip chart (or experience) paper. Within Making Changes the brainstorming is much more flexible. It is used as a way of getting the participants to give input to the discussion. It serves to get their ideas and opinions out and validates them by allowing them the importance that they deserve.

An example of this technique is in Unit Four: Skills. In a discovery exercise the group looks at the skills that women have acquired through their socialization process and through the roles that they have played as girls growing up in families, as mothers, as wives and as housekeepers. Society often fails to attribute much value to the work performed in these roles and the skills that are required to do them. Because these roles are usually common to all the women in the group, it is an important exercise to begin with.

We begin with the question: "What do you do as a housekeeper, mother and wife?" (or "What have you done?") The responses of the participants are recorded on the chart paper. Then, we ask the question: "What skills have you learned from doing the different activities?" The responses for this question are recorded next to the activity. The facilitator helps to categorize the skills and activities. For example, in "child care", women carry out a number of activities: feeding the children, dressing them; teaching them values, manners and skills; playing with them and counselling them. The next step in the exercise is to match occupations in which these skills can be applied. This again is done as a brainstorming in which the group members are invited to respond. A sample of the responses as they have been organized follows. It includes the language structures that can be used to describe one's skills.

SAMPLE OF A BRAINSTORMING EXERCISE

WHAT DO YOU DO AS A HOUSEWIFE, MOTHER AND HOUSEKEEPER?

THINGS WE DO OR HAVE DONE	SKILLS WE HAVE LEARNED
We do shopping for food, clothes.	We have learned to do planning, buying.
We make a list for shopping.	We have learned to do planning.
We make a budget for what we have and what we can spend.	We have learned to do budgeting.
We pay the bills.	We can do some bookkeeping.
We do cleaning (washing, mopping, vacuuming floors). We sweep and dust. We make beds.	We know how to clean and maintain a house.
We wash and iron clothes for us and our family.	We are able to do cleaning and laundry service.
We cook meals, set the table, serve the food and wash the dishes.	We are able to give food service.
We do canning or preserving of food (fruit, vegetables).	We have learned to do food preservation.
We sew clothes for our children, husbands and ourselves.	We know how to sew clothes (and repair them).

We teach our children how to read and write. We teach them manners and play with them. We help them with their homework.	We have learned to be teachers. We can do child care.
We take care of sick children (prepare special food, give medicine, take their temperatures, take them to the doctor, hospital).	We are able to do nursing.
We talk to our husband and children about their problems.	We have learned to do counselling.
We have talked to other people about the problems in our family.	We have personal relations skills.
We do entertaining.	We can do hostessing.
	TO DO ALL THIS, WE HAVE LEARNED TO ORGANIZE OURSELVES AND OTHERS.

★ Grouping in activities.

It is important to vary the pace and the activities of group sessions. One way to do this is to build in "group size" as a changing variable. The actual size of the whole group will help to determine this. Let us assume that the average size of the group is between 12 and 15 people. This allows for the creation of small groups of 3 and 4 persons, or of pairs. The nature of the content and the exercise also helps to determine what kind of groupings are most effective.

Large group.

Introducing a topic, brainstorming, giving instructions, getting reports back from the smaller groups or pairs, giving out information are all activities for the whole group.

Small groups or pairs.

Breaking into small groups or pairs allows all group members to express themselves. It is particularly beneficial to the less vocal group members. It is also more conducive to leadership building, because the participants take turns reporting their findings and conclusions to the larger group. Small groups can be formed in order to share experiences or ideas and bring these back to the larger group. A small group can also be formed to practise language, role-play situations or to do an exercise that has been discussed.

Individual work.

The group members can be asked to reflect on a particular question in the group setting. For example, in Unit One: Getting to Know Each Other, (p. 14), the participants are asked to priorize their needs or expectations of the program. They then share these with the larger group. Participants are also asked to do homework, which is an individual activity. It may take the form of reading a section of the book, an article or a story, answering some questions or preparing a document for job search.

Deborah Barndt

METHODOLOGY: PARTICIPANT'S HANDBOOK

THE PARTICIPANT'S HANDBOOK

★ Components.

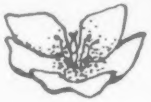
Making Changes: Employment Orientation for Immigrant Women is composed of an introduction, nine units and six appendices. The introduction contains a process chart that can be used in the initial description of the program and can be referred to as the program proceeds. It also contains a description of the structure and instructions on the use of the book. The units represent the different stages in the process of the group sessions,

Units One to Eight are composed of the following elements:

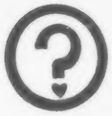
- an introduction, which states the theme of the unit and lists the proposed activities and content in the unit
- a story, poem, dialogue, or article describing the experiences of both immigrant women and women in general. This is usually followed by questions for reflection and discussion
- information about services of CEIC, occupations, training opportunities, job search, unions, day care and the rights of working women

- models for the preparation of documents, doing research on occupations, etc.
- group activities, such as role-plays, problem-solving, evaluations, relaxation exercises, etc.
- spaces to record the reader/participant's experience or ideas. These spaces may not be adequate so the group members can use the space at the back of the book (Notes) or can use a separate sheet of paper.
- methods for developing strategies or ways of solving problems. The book often contains an exercise that can be used to develop the strategy.
- language practice. There are exercises explicitly designed for language development and others which are integrated in other activities.

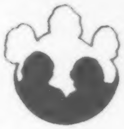
Symbols representing the different elements in a unit:



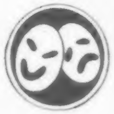
A flower represents a story, a poem or dialogue that describes the experience of immigrant women.



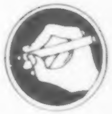
This question mark appears wherever there are Questions to Think and Talk About.



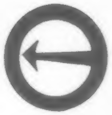
The women-in-a-circle symbol represents group activities.



The tragic-comic faces, a symbol of the theatre, represents role-plays or group activities.



The hand with a pen suggests that the participant write about her own experience or ideas in a space provided, or on a separate sheet of paper.



The arrow, indicating directions, suggests methods for developing strategies or ways of solving problems. This often includes language strategies.

The appendices at the back of the book consist of the following:

- Appendix I is a 50-word glossary of terms used in the book.
- Appendix II contains information on continuing one's education.
- Appendix III provides a list of community groups and government offices that give employment information and counselling and/or programs in the Toronto area.
- Appendix IV provides further information about finding about one's rights according to Ontario labour legislation.
- Appendix V contains a number of sources of information on community-based organizations and government agencies serving immigrant women in the Toronto area.
- Appendix VI lists a number of issues around which community groups have organized, such as day care, racism, language training for adult immigrants and labour rights for domestic workers.

- How the book can be used in the Making Changes program.

Using a book in a program based on an experiential, participant centred and directed and problem-solving model can present a bit of a dilemma. On the one hand, there is a need for a book to complement the activities and the group learning experience of women. On the other hand, the individual woman who comes to take such a program needs a book that can stand on its own as a reference book. Making Changes: Employment Orientation for Immigrant Women strives for a balance between providing substance and continuity and trying not to interfere with the content and spontaneity that come from the interaction of the group members.

Suggestions on the use of the stories, poems and articles.

The book contains many stories, poems and articles focussing on the theme of each unit. These serve as catalysts for discussion or as models for participants in their sharing of their own experiences. They can also be used to practise language. The following is a suggested activity which would meet all the objectives mentioned above.

After a brief introduction by the facilitator, participants take turns reading a piece out loud (either in the large group or divided into two groups, with one facilitator monitoring each group for language difficulties). As the reading proceeds, the meaning of words and expressions are clarified.

Pronunciation is corrected after each person has read her section. The facilitator may also want to monitor patterns of errors and do a special lesson on them.

After the reading, a discussion follows which could incorporate the Questions to Think and Talk About. This should lead into examining the participants' own situations.

Suggestions on the use of the introductions to the units.

The unit introductions can be treated in the same way as stories in terms of the facilitation technique. They also serve as part of the linkage step of each session, which includes a review or evaluation of the previous session and the presentation of the agenda of "list of activities" for the session. In presenting the activities, the participants are invited to add or change anything.

Suggestions on the use of the informational sections.

The information on institutional procedures, such as that of the CEIC, training programs, legislation and services can provide the informational base for many sessions; in addition, it can be used in the individual interviews and by the participants to consult at their convenience. For example, the charts on training programs are too extensive to do in the group session; these can be used for reference for both the facilitators and the participants.

Suggestions for the use of graphics and photographs.

The graphics and photographs provide a visual expression of the content and material for reflection and discussion. Many graphics have been designed specifically to be used as the key tool in an exercise. For example, the "obstacle course" (p. 36) provides information that has to be retrieved and used in an analysis about obstacles faced by immigrant women.

The photographs that introduce each unit can also be used as a means of stimulating discussion and language practice or to introduce the theme of the unit. For example, the photograph that shows a woman doing a non-traditional occupation (p. 54) can be used as the jumping off point in a discovery exercise about the participants' feelings and experience doing "crafts" and work with tools.

Suggestions on the use of "Developing Strategies".

Effectively the whole book is about developing strategies to prepare oneself to take more control in certain situations. In addition to the underlying theme of strategy building there are exercises that concentrate on specific kinds of interaction, such as interviews with employers and counsellors. They offer models, usually in a dialogue form, both of what to do and what not to do. These models are then analyzed for different aspects: language, taking initiative, demonstrating prior preparation and dealing well with obstacles. As most of the exercises suggest, there is a search for specific strategies, a naming of the strategies and then an attempt to transfer them to other similar situations.

Making choices: deciding on what to use and when.

The Participant's Handbook is one of the main tools of the program. The stages of the process of the program form the basis of the book. A facilitator or teacher can use the units as the steps in the orientation process. However, the units do not necessarily correspond to a three-hour session; they are usually longer and provide sufficient content and activities for a more intensive program. The facilitators will, therefore, have to make choices in the use of the materials, depending on the needs of the group and the time constraints of their particular program.

For example, there is a lot of information on training programs in Unit Five which could be used with individuals in discussing their career plans. Not all group members will, in fact, be interested in retraining in the short term and may not wish to spend group time examining it in detail.

Another area of choice is in the use of the stories, poems, articles and Questions to Think and Talk About. Instead of using a story in the session itself, the group may be assigned to read it for homework, focussing either on the language aspect or the theme. Some of the exercises on Questions to Think and Talk About are excellent for reflection at home before being raised in the group.

Within a unit there may also be options for study. For instance, in Job Search II, the group may decide to look at Door-to-Door Job Hunt in greater detail and do only a cursory examination of Following Up a Classified Ad.

In the case where the group may wish to use audio visuals, such as the video tape, The Rights of Working Women, it is not necessary to do the same topic in the book, except perhaps as a reinforcement or a review. For example, much of the legislation mentioned in the video tape can also be found in the Participant's Handbook in Unit Eight: On the Job. After discussion of the video, the group can be referred to the book and be asked to review it and answer the questions on page 118.

★ The units: suggested activities and facilitation techniques.

This section contains a more detailed description of the methodology as it relates to the specific units. Each unit will be discussed according to the following components:

- Orientation Objectives
- Language Objectives
- Content and Suggested Activities
- Facilitation Techniques and Tools Used

Introduction and Unit One: Getting to Know Each Other

Orientation Objectives:

- to initiate group building
- to identify some common issues, concerns and aspirations
- to discuss reasons for immigration
- to describe the program and its objectives and clarify the participants' expectations
- to increase self-esteem in one's cultural heritage and personal history

Language Objectives:

- to learn to do self-introductions in a group
- to ask for and give information about oneself

NOTE:

In the following sections where Content and Suggested Activities and Facilitation Techniques and Tools appear, read from left to right across the page.

Outline of Unit One

Content and Suggested Activities	Facilitation Techniques and Tools
Finding out where the participants live in the city. A map of the city enables the women to identify their neighbours in the program and establish contact with them. It also enables the facilitators to locate the nearest services, government offices and educational institutions for the group members.	Large group. As the participants enter, they are asked to indicate on a map of the city where they live. (The facilitators provide a city map).
Self-introduction (pp. 9-10). The participants and facilitators take turns introducing themselves by giving: . name . country of origin . length of time in Canada . job in home country . present activity (job/unemployed/ studying, etc.)	Large group activity. To focus the introductions, the cue words and phrases are placed on the flip chart. As each person introduces herself, the information is recorded on the flip chart. Participants are invited to record the names in their books in the space provided (p. 10). A world map is also provided to facilitate the sharing of information about one's country of origin. The participants could also indicate this on their world maps.
Presentation of the activities of the session of unit (p. 9). The facilitators present the proposed activities with an invitation to the	Large group. The participants take turns reading the introduction to the unit with clarification of new words and concepts. The list of planned activities can be read by the facilitators

participants to add or make changes to the plan.	or the participants.
Identification of common concerns, difficulties and aspirations. . looking at the experiences of three immigrant women	Large group. Group members are invited to take turns reading the histories of Sonia, Maxine and Ching Kuei. After each history, the facilitator asks some of the questions to clarify the experiences of these women (pp. 12-13). After the three stories, a comparison of their experiences can be done, using the flip chart to collect responses (see questions, p. 13).
. looking at the experience of the members of the group	This leads to brainstorming around the difficulties that the participants have and an analysis in which the problems are identified as: social, economic, bureaucratic or personal. There should be an initial definition of the terms and examples given by the facilitators.
Description of the course: how it attempts to help deal with the above-mentioned problems.	Large group. Using the process chart in the introduction (pp. 3-7), the facilitator describes the program and outlines how it proposes to deal with some of the difficulties Following the introduction (pp. 1-2), the facilitator explains how the book is set up and how it can be used.

What We Expect to Get From the Program (p. 14) helps to clarify expectations of the participants.	Individual work -→ large group. Participants indicate in their books what their priorities are in terms of the program content. They can then share them with the group, naming their two top priorities.
Questions to Think and Talk About (p. 9). Participants reflect on their past and the reasons for coming to Canada.	Pair activity -→ large group. Group members exchange their experiences in pairs and report back to the whole group OR Participants use these questions as the basis of a homework assignment (not necessarily written) which could be discussed in the following session.
Language strategies. An explanation of the language component in the program is needed to show how it forms part of each activity either implicitly or explicitly, and how language skills will be built up throughout the program. (See The functional approach, Methodology section). Introducing Ourselves (p. 14). This exercise can be used as an example.	Large group -→ pairs. A facilitator gives an explanation of how language will be practised. Introducing oneself is used as an example. The group can form pairs and practise.

Unit Two: Taking Control

Orientation Objectives:

- to increase one's skill in group problem-solving
- to increase one's knowledge of the functioning of CEIC and one's rights to service
- to increase one's assertiveness in dealing with institutions
- to increase one's awareness around the value of working together as a group
- to learn skills in working together as a group
- to get more information about the programs offered by CEIC
- to develop strategies to deal with obstacles

Language Objectives:

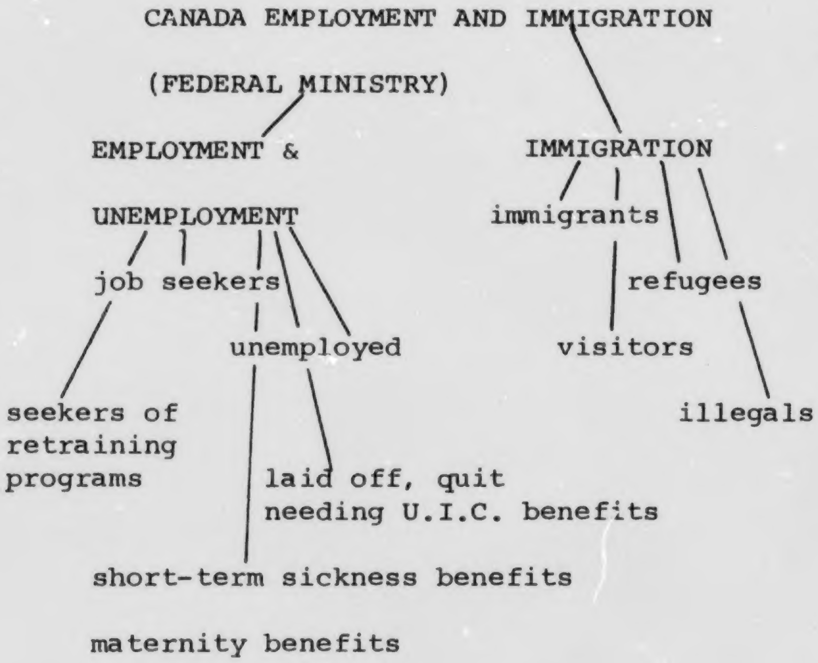
- to express one's feelings about a difficult situation
- to insist on one's rights to service
- to state the reason for one's visit
- to describe one's active job search
- to ask for information
- to offer suggestions
- to discuss options

Outline of Unit Two

Content and Suggested Activities	Facilitation Techniques and Tools
Analyzing a difficult situation common to many immigrant working women (pp. 17-23). The situation presented in the Participant's Handbook depicts the experience of an immigrant woman making several visits to an institution with which she must deal in order to get some basic retraining for a job. The objective is to show the potential for change in a person through the development of understanding, skills and strategies and an increase in self-confidence. The use of group problem solving also demonstrates the potential in all the participants to come up with solutions and build a mutual support system.	Large group. The facilitators role-play the situation presented in this unit rather than read it. After each "visit", there is an analysis, using the suggested questions following the dialogue. The responses to the questions can be recorded on the flip chart. As a summing up the facilitators ask group members to name the ways of behaving, e.g., passive, aggressive, assertive. They discuss reasons for the success of the third visit, e.g., preparation and prior research on programs, insistence on rights to services and information, firm but polite insistence, knowledge of the institution.
Developing strategies. This exercise (p. 31) is the first of similar kinds of exercises in which the participants are asked to analyze both the language and other strategies used.	Large group. The participants take on the roles of Elena and the different counsellors. After the role-play, the exercises on developing strategies can be done, recording the information on the flip chart.
"What bothers me is that I felt so powerless" (p. 20) and group suggestions (p. 21). Elena recounts her experience	Large group. The participants take turns reading followed by the suggestions of group members.

and her feelings about her unsuccessful visits to CEIC.

The structure of Canada Employment and Immigration Commission and whom they serve.


CANADA EMPLOYMENT AND IMMIGRATION
(FEDERAL MINISTRY)
EMPLOYMENT &
UNEMPLOYMENT
job seekers
unemployed
seekers of retraining programs
laid off, quit needing U.I.C. benefits
short-term sickness benefits
maternity benefits
IMMIGRATION
immigrants
refugees
visitors
illegals

From here, there are two choices for activities:

- begin an information sharing on CEIC or
- discuss the group problem solving process

Large group. As an introduction to an information sharing on CEIC, it is useful to prepare a diagrammatic representation of the structure and whom it serves in the country. This could be elicited from the participants in a brainstorming.

Information about CEIC. There is a discussion of the procedures to follow if problems arise or if you require special help. For example, it is important to point out that CEIC has special services and counsellors whose jobs are to provide assistance, e.g., vocational counselling services (p. 27). There is a procedure to follow if as a client you feel that adequate service is not forthcoming (p. 21). It is also important to discuss the difficulties in such procedures. The question of one's "rights" in this situation should also be discussed at length.	Large group. As a summing up of the procedures to follow in the event of problems in getting information or service, there could be a brainstorming session. If the participants do not raise the question, a facilitator could talk about the problems that an immigrant woman may have in following this procedure.
Another issue is that of sponsorship. Because many immigrant women come as "sponsored immigrants" they may, in fact, not be eligible for CEIC programs, including English (or French) language training.	
Tour of a Canada Employment Centre (p. 27). This gives an opportunity to look at the procedures for making first contact in a CEC.	Large group. Brainstorming around the experience of the participants could be used before referring to the chart (p. 27). Possible questions are: Have you registered at a CEC? Did you have any difficulties? What were the steps you took?
Regarding job codes and job titles, the applicant should ensure that the category given to her officially is what she wants. Job codes and job titles are found in the Dictionary of Occupations.	Provide copies of CEC forms for practice purposes, e.g., pink card, green form.

Information you need for forms. People who have trouble filling in forms are encouraged to begin to collect the relevant information so they have it ready when it is asked for. This is one of the important uses of the job résumé.	The group brainstorms around the kind of information needed for institutional forms and the best way to collect it. At this time, the participants might be asked if they have trouble filling out forms, if they have ever prepared job résumés and if they have documents which must be translated and evaluated.
Preparing yourself for a visit to a CEC (p. 24). The group problem-solving process: helping each other to speak out in difficult situations. This is a key approach to the functioning of the group as a support system and in building self-confidence of the individuals in the group (p. 28).	Pairs or a homework assignment. The participants in pairs can discuss strategies and report back to the group. Large group → small group. This could be introduced in the third session after Goals. In order to introduce the group problem-solving process and role-playing, the group looks at the sample "difficult situations" (p. 29) and the facilitator invites other examples. Using the situation of one of the participants, the process of helping each other can be explained.
Working together as a group (p. 30). This discussion is important in order to validate this kind of experience and to facilitate the group members' increased participation and involvement in the group.	Large group → small group → large group. The facilitators introduce the objectives of this exercise with instructions. The group breaks up into small groups to discuss the issue and are invited to report back to the larger group through a representative.

Unit Three: Goals

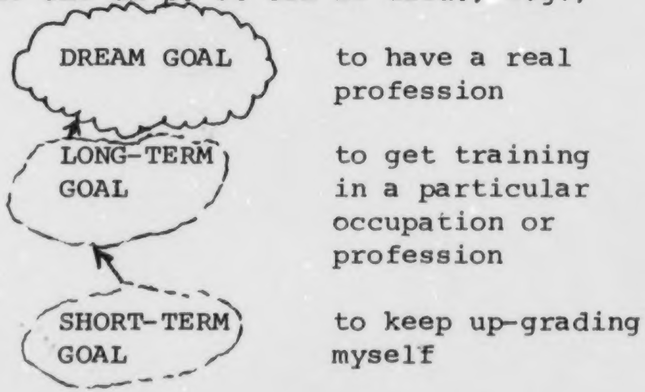
Orientation Objectives:

- to clarify one's goals
- to understand the nature of the obstacles that hinder achieving one's goals
- to discuss ways of overcoming the obstacles
- to begin to plan for one's future work
- to increase one's awareness and self-esteem in oneself as a woman who forms the basis of a family or community organization and as a woman who has "double days"
- to develop an appreciation of expression such as songs about immigrant women

Language Objectives:

- to learn the vocabulary needed to describe one's career goals
- to develop strategies and language functions for talking about one's career goals in interviews
- to describe the difficulties or obstacles one encounters

Outline of Unit Three

Content and Suggested Activities	Facilitation Techniques and Tools
Definition of goals (p. 33). One of the main objectives of this section is to name one's long-term goals and use the short-term goals as a way to achieve them. One's dream goal is seen as a long-term goal.	Large group. The group is asked to brainstorm on the definition and examples of goals. The group then proceeds to the Introduction to Unit Three and reviews the definitions.
Lucia's goals. This story describes a woman who has been in a fairly traditional situation as a worker in the labour force, as a wife and as a mother. It shows her desire to return to the workforce after her children have grown.	Large group. The women in the group take turns reading, with the facilitator clarifying any problems with comprehension. Lucia's goals can then be used as an example for the goals exercise, which looks at the goals of each woman.
Graphic of Lucia's Goals (p. 34). The graphic of Lucia's goals demonstrates how one's long- and short-term goals are steps towards the achievement of one's "dream goals".	Large group. To record responses to Lucia's goals, a graphic similar to the one on p. 34 can be used., e.g.,  DREAM GOAL to have a real profession LONG-TERM GOAL to get training in a particular occupation or profession SHORT-TERM GOAL to keep up-grading myself

What are your goals? (p. 37). The questions help the participants to examine their goals. At the end of the program they are again asked to think about their goals and plans.

Overcoming the Obstacles (p. 36). The obstacle course is a symbolic representation of the difficulties that immigrant women face. The obstacles as suggested in the graphic are not in order of progression or importance. The participants are invited to use it as a jumping-off point and are encouraged to add to it or change it.

Such issues as racism, discrimination and institutional barriers are central concerns. The issue of racism is particularly important and merits a planned discussion that includes people's own experiences, how they felt about it and how they dealt with it; the causes of or reasons for racism; ways of dealing with the object of racism; how the community and institutions deal with racism.

Large group -- pairs -- large group. Using the flip chart for the response, the facilitator asks a group member to share her goals with the group. (The graphic above might serve as a model). The group then divides into pairs and members interview each other about their goals (using the questions, for example). They then come back to the larger group and each person reports for her neighbour.

Large group. In looking at the obstacle course and describing the nature of the obstacles, it might be necessary to give examples of personal, social and institutional obstacles. For example, what is the difference between a personal obstacle and an institutional one? Not being able to speak English well enough for a retraining course may be considered a personal problem if the immigrant woman chooses not to study. However, in most cases, it is an "institutional" obstacle because adequate English language training is not provided for non-English speaking immigrants, especially for women who are sponsored and therefore not eligible for extended training.

The participants could be asked to name the "three biggest obstacles" that hinder

Sewing Machines: a song about the experience of one immigrant woman, Maria (p. 35). This song, which depicts the life of an immigrant woman who comes to Canada looking for the good life for herself and her family, brings out the themes of the changes in: family relationships, the expectations that immigrants may have when they come, the double day of the working-class woman, the lack of adequate provision of services, information and

them from achieving their goals and suggest how they can be overcome.

A force field analysis is useful: after the participant describes her goals, the facilitator develops the following analysis with the group members on the flip chart. First, divide the sheet into two parts. On the left side, write the heading "What helps me (you) to achieve my (your) goals?" On the right side, "What hinders me from achieving my goals?" The facilitator asks the group member to give the factors which help and hinder, from left to right. This encourages group members to differentiate between the problems by identifying those that can and those that cannot easily be overcome.

Large group. If possible, the group should listen to a taped version of the song by Nancy White and follow the lyrics in the book.

Ask comprehensive questions first and then ask each of the participants to ask each other the Questions to Think and Talk About.

programs for immigrant women and the exploitation of immigrant women in the workplace. As one woman said, "It is a sad song," but it is not meant to be a downer. It is a poignant description of the reality of many immigrant women.

An objective in introducing this song here is to show the reality of many immigrant women and to begin to develop ways to deal with the obstacles. Maria is isolated, uninformed and resigned to sacrificing "dignity, and youth and health and love / To make a decent future for her daughter and her sons." One of the main themes of Making Changes is that it doesn't have to be this way, that she can take more control over her life.

Developing Strategies (p. 37). This is one of a number of exercises to help participants prepare for interviews. It examines questions a potential employer might ask a job applicant to determine one's ability to plan and organize for the future.

Other questions that can be considered are:

- Do you like this song?
- How does it affect you?
- Do you know other songs that talk about the same subject?
- Do you write songs or poems?

If the participants are interested, arrange a special cultural evening to expand on this activity.

Small groups. In groups of three, the participants can practise talking about their career goals. Two can role-play while the third observes and gives feedback. This exercise can also be done in a large group.

Unit Four: Skills

Orientation Objectives:

- to assess one's skills
- to continue to evaluate one's own learning
- to learn to describe one's skills and interests and match them with possible occupations
- to begin to collect information for résumés
- to become clearer about job or training prospects
- to point out the importance of the skills that women acquire through their roles as housekeepers, wives and mothers
- to increase the women's self-awareness of the role that they play in society through their participation at home, at work and in the community
- to develop strategies to present one's skills in order to maximize one's strengths

Language Objectives:

- to learn the vocabulary and functions to describe one's skills and interests
- to begin to learn the language needed for preparing documents
- to learn the language of expressing opinions and making judgements

Outline of Unit Four

Content and Suggested Activities	Facilitation Techniques and Tools
Definition of skills (p. 39). The prime objective of this exercise is to clarify the meaning of skills as understood in this society and to give the participants the opportunity to define their own terms.	Large group. The group brainstorms around the definition of skills. As a confirmation, they read together the introduction (p. 39).
Do you work or are you a housewife? (p. 41). This exercise can be a real "Aha!" for women who feel that the work they do at home doesn't count. Society as a whole does not give recognition to the work that women do at home or the myriad of skills that they acquire in the process. This is particularly true in Canadian society, where job applicants are constantly faced with requests for diplomas, certificates and degrees to demonstrate their capability.	Large group. Group members brainstorm in response to the question: "What do you do as a housekeeper, a mother and a wife?" The responses are recorded on the flip chart on the left-hand side. As soon as the activities list is compiled, the group members, with the assistance of the facilitators, determine the acquired skills. These are registered on the right-hand column (perhaps in a different coloured pen). The group then brainstorms around the occupations where these skills can be used.
This exercise is also used to begin the skills discovery process because the roles of housekeeper, wife and mother are common to all women in the group. It is also particularly relevant for those women who have never worked full-time outside the home or who have been at home for many years. Not only does the exercise help to validate their	This might be an appropriate time to discuss the "traditional" nature of these occupations--that they are jobs usually done by women--and thus usually the lowest paid, unorganized, with the least security and benefits, e.g., day care workers, sewing machine operators,

skills, it also gives them the language to describe them.	dressmakers, cleaners, domestic workers, nurses and nursing assistants. (This exercise is dealt with in detail in the Methodology section on brainstorming).
Discovering our skills (p. 42). The objective of this exercise is to get the participants to systematically examine all of their experiences and education and to begin to organize it for presenting their skills in résumés or interviews. The format is a jigsaw puzzle that fits together the different components of information.	Large group → individuals → large group. Using the flip chart, one participant shares her activities and the skills she has acquired through formal education, volunteer work and community activities, work, and special interests and hobbies. The group can help her by suggesting occupations in which she can apply these skills. Each participant then works on her own chart individually. The facilitators assist those in need of help. Another participant is invited to share her activities with the large group. Group members are then invited for individual counselling sessions with the facilitators to do their résumés and discuss their plans.
Talking about our skills and developing strategies (pp. 40 and 53). The dialogue between Meh Ran Soon and a general manager of an electronics company and the exercise to analyze it form a unit, which serves as a model of language and strategies to present one's skills. The dialogue demonstrates the necessity of skills identification and the successful	Large group or small groups. The group takes turns reading the parts of Meh Ran and the general manager. This can be followed by an analysis of the strategies used (p. 53) by Meh Ran to deal with the difficult questions. The participants can then form small groups to practise how they would present their skills.

presentation of Meh Ran Soon's experience and skills. She links her past experience with the job she is seeking by giving a detailed list of the duties performed; she indicates that she is trainable in an area that requires retraining; and she is able to reassure the boss that her English is good and she has taken initiative to study on her own.

What are your interests: (pp. 47-49). (Note: The first two lines should read: Knowing your interests as well as your skills is important in determining what job or training course is best for you.)

The aim in including this quiz should be made clear to the participants: it is not a skill or aptitude test; it is intended to help them confirm what they already know about their interests; to introduce the language that they need to describe their interests; to look at their interests as a criteria for seeking different kinds of occupations; to prepare for similar types of quizzes done by employment agencies; and to have some fun.

The idea for the quiz was inspired by a similar tool put out by Bridging the Gap in Jobs For Your Future, Toronto, 1981. The interest codes are based on

Large group → individuals → large group. The participants take turns reading the questions and any doubts are clarified. Group members then do the quiz individually and the results are shared with the large group. The interest codes are discussed and group members discuss the "accuracy" of the quiz as it pertains to their own interests. It should be noted that people usually have more than one interest area and that the combination of these will help in considering occupations.

studies by John L. Holland, Making Vocational Choices: A Theory of Careers (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973). In this book, a new category, "Leadership" replaces "Enterprising". "Leadership" has been created in order to stimulate discussion around "leadership qualities" and how they can be developed. Since women are often discouraged from taking leadership positions, this is an attempt to encourage women who have an interest in this area.

Matching occupations with your interests (p. 49). This section suggests a variety of options that are available to immigrant women who may be seeking retraining for traditional or non-traditional occupations. Different fields are represented (business, technical, trades and services).

Large group. The group reads together the suggested occupations and the different components are discussed. This is only a tiny fraction of occupations and participants should be referred to the Classification and the Dictionary of Occupations. Although these are available in the local library, it would be useful to have them on hand during this part of the program.

Skills that we have learned in the program (p. 52). The ability to evaluate one's learning should be introduced in the early part of the program. This particular exercise, however, helps the group to recognize skills they have learned in the program and asks the participants to evaluate their acquisition of them.

Large group → individuals → large group. The "skills" are reviewed together and the participants fill in the forms in their books. The results are discussed later in the larger group.

Unit Five: Training for a New Career

Orientation Objectives:

- to increase one's understanding and knowledge of government policies on employment and retraining
- to identify sources of information about occupations
- to understand the factors affecting immigrant women's jobs and training prospects
- to examine options available in the area of non-traditional occupations
- to understand the terms of sponsorship in CEIC programs
- to learn information-retrieval skills

Language Objectives:

- to increase one's vocabulary in the area of occupational research and the labour market
- to increase one's reading skills
- to learn how to get information from a speaker in a seminar setting
- to learn common abbreviations used to identify programs and institutions

Outline of Unit Five

Content and Suggested Activities	Facilitation Techniques and Tools
An Overview: Factors Affecting Immigrant Women's Job and Training Prospects (p. 56). Until this point in the program, the group has been involved in group building and reflection on members' concerns, backgrounds, goals, skills and interests examining who they are and what they have to offer in the labour market. In this unit, there is an attempt to present the objective reality of the labour market and, within that, the job and training prospects for immigrant women. There seem to be some possibilities for both job and retraining, especially in the non-traditional occupations. Because this is an area that may be unknown or considered undesirable by many immigrant women, this unit attempts to give it some exposure.	Large group. Because this topic is new and difficult, both in language and in concepts, a brief introduction of the meaning of the words, such as microchip, microtechnology, microelectronic, etc. and examples of the effects of this new technology are needed. Here are some samples of questions: . What do you understand by this new technology? . Have you seen any effects in your workplace or in the business that you go to? (e.g., the banks: What is the Green Machine? How does it affect your banking? How does it affect the workers in the bank?) . What jobs do you think will be replaced by this technology? A scenario for the future: it is 1985. A manager of a company wants to send some information to a branch manager. He sits down at his terminal and types the information in.

The branch manager picks up the information in his terminal. If this were 1980, the information would have been sent by letter.

- How many workers do you think would be affected by the changeover?

After this initial investigative study, the group proceeds with the reading, with group members taking turns. Using the Questions to Think and Talk About, the group discusses the implications for their working lives and retraining.

Looking at Non-traditional Occupations for Women. "Even with the problems, it's still worth it." (p. 58). This article about a Canadian working woman who decides to acquire a higher skill and salary serves as an example of a woman who has retrained in a non-traditional occupation.

Large group. This area could be introduced with a few questions about the participants' experience and knowledge of non-traditional occupations and their possible interest in retraining in one. The group can take turns reading the article and follow it by a discussion.

Breaking Through, a film about women entering skilled trades and technology, is a graphic picture of what it means to get into the trades. It can be used in conjunction with the materials on non-traditional occupations (see Appendix V for source).

The film is shown, followed by a discussion about what they like and dislike about the occupations shown and whether or not they are interested in more information.

Researching Occupations and Careers. A display is set up with all the possible resources mentioned in this unit (p. 60). This should include as many individual copies as are necessary of some of the resources, such as the Career Selectors. In order to do research into occupations the group can refer to the suggested procedures on pages 60 and 62 in which a model of the use of the Career Selectors is offered with the example of Lucia Bertolli's research.	Large group → individual → large group. The different resources are shown and described. The model of the Career Selectors is used to demonstrate how to follow through one's interest to a specific occupation. The participants can take turns reading Lucia's process, finding an occupation in a similar way and reporting back to the group.
Guidelines for Research on Occupations (p. 62) outlines the necessary information about any career or occupation in which one might be interested.	Large group → pairs. The guidelines are discussed together in the group. Then the participants break up into pairs and investigate occupations that interest them, using the resources in the display. If this cannot be done in the group, the women can come in individually and do it when they have time.
Information about Retraining Programs (pp. 63-69). This is useful reference material that can be used individually by the participants or in an interview with a facilitator in order to explore the retraining possibilities in depth.	Individual activity. If a participant needs guidance in this investigation, she can make an appointment to discuss it with a facilitator.
Common Abbreviations for Programs and Institutions (p. 68). This exercise can be used as a quiz and for language	Individual → large group. This quiz can be done at any time to change the pace of the class. The participants

practice as well as for a review of the different programs.

Collar-Change is an article about non-traditional occupations and orientation programs for women interested in non-traditional occupations (p. 70). It and "Orientation Programs" (p. 67) are useful for women who are interested in non-traditional jobs, but need more direction. In addition to the INTO and IVO programs, there are some new ones that should be investigated. For example, Sheridan College in the Toronto area offers a program called "Women into Trades and Technology" sponsored by CEIC and Opportunity for Advancement (also in the Toronto area) offers a training program called "Women into Machining for Sole Support Mothers".

take a few minutes to fill in the blanks. The correct answers are shared with the group and then definitions or explanations of each abbreviation can be made by the participants.

Individual or group depending on the interest. If there is sufficient interest this would be a good time to invite a resource person from one of the orientation or training programs. See the suggested activities for inviting resource persons in the Methodology section.

Unit Six: Job Search I:
Planning and Preparing for Job Interviews

Orientation Objectives:

- to systematize job search
- to prepare documents such as cover letters and résumés
- to examine different ways of getting information about jobs
- to develop critical skills in using the classified ads and employment agencies
- to increase awareness of the importance of good planning in job search
- to increase one's self-esteem as a job seeker

Language Objectives:

- to learn how to write job records, résumés and cover letters
- to learn to read abbreviations and the language of classified ads

Outline of Unit Six

Content and Suggested Activities	Facilitation Techniques and Tools
As stated in the Participant's Handbook, much of the work done in the previous units has been part of a job search preparation. This is the consolidation of skills and knowledge acquired to date. Unit Six focusses on the actual preparation and Unit Seven deals with the interactional situations.	Large group. As an introduction to this unit, the group can do a review of the job search preparation that has been done so far. This could be done in a brainstorming and then the group can refer to the introduction of the unit (p. 73), which enumerates some of these.
This unit contains a lot of information (e.g., model résumés and cover letter, where to look for jobs) that can be used individually by the participants or in interviews with the facilitators.	
The unit contains two types of job search activities: using the classified ads and door-to-door job hunt. Because of time limitations, the group may have to choose to do one of these in detail.	Large group. The group is asked to indicate their preference for concentrating on either the ads or door-to-door job hunt.
Job Search Experience. As one example of job search in Toronto by an immigrant woman, Maria Donato recounts her story (pp. 73-74). This is an opportunity to refer participants to community groups for assistance.	Large group. Following the discussion of Maria Donato's search, the group brainstorms on the various ways they have searched for jobs and describes which methods were most and least successful.

Looking for a Job - My Job Search Record (p. 75) is an exercise that may be done in the group or as a homework assignment.

Ways of Looking for a Job (pp. 75-77) provides a description of several ways to look for a job, including the names of community agencies in Toronto that provide employment assistance.

For those sources not mentioned, the group can turn to the descriptions of job sources and examine directories after a demonstration of their uses.

As an alternative to brainstorming for job sources, the participants can divide into small groups, record the information from each person and report back to the large group.

Common Abbreviations in Job Ads (p. 78). Reading job ads can be frustrating for second language learners when they confront abbreviations, the shorthand of ads.

Individual activity → large group. The participants, in their search for job ads, can also check for abbreviations that they do not understand. Before doing the exercise on Answering a Classified Ad (p. 81), ask the participants to complete the abbreviations and add new ones.

Getting Information from the Job Ads (pp. 79-80). Different kinds of ads are demonstrated on page 79. The objective of the exercise is to help the participants to be more discriminating in using ads. The qualities of the four ads are as follows:

Large group. The group first brainstorms about the kind of information that they would like to see in a job ad. This is recorded on the flip chart as suggested on page 80 and then an analysis is carried out of the four ads.

1. gives good information

2. promises fast money (no doubt sales), but gives little concrete information

3. gives no information, promises a good hourly wage, looks suspicious

4. gives some information, including the kind of job, but makes demands for a "glamour girl"

How to Answer an Ad (p. 81). This is a preparation for making a phone call about classified ads.

Individual → large group. The participants are asked to look for ads that interest them and complete the exercise either at home or in the group. Some group members are asked to share their research with the group. This could then lead into a role-play about making a phone call to get more information about the ad. For this role-play, Bell tele-trainers can be used. (This is a set of two phones for practise calls. See Appendix V for more information). If there is not sufficient time for all participants to do role-plays, it would be good to do one or two complete calls and then have partial role-plays for the rest. Another possibility is to break into smaller groups to practise.

Calling to Follow Up a Classified Ad (p. 98).	Individual → Group activity. To follow up the role-plays, the group members look at Frances Lam's experience, study the language used in the dialogue and the strategies for dealing with some of the questions. This is recommended as a homework activity, which would then be practised in the following session.
Door-to-Door Job Hunt (pp. 82-83). This requires systematic planning, a fair amount of time and a high level of assertiveness skills. Since employers may not be actively advertising for prospective employees, they tend not be helpful or welcoming. Good tools to use in door-to-door job hunts are the directories mentioned on page 76 and the yellow pages of the phone directory.	Large group. The steps should be read together and discussed. For example, the advantages and disadvantages could be brainstormed. Participants wanting to use this method should be encouraged to use the directories of industries, companies and businesses.
Job Search Record (p. 83). This chart is useful for all unemployed and job seekers. The Unemployment Commission sometimes requests such a record to ensure that those receiving benefits are involved in active job search.	Individual activity. The participants are encouraged to begin to keep a job search record.
Preparing Certificates, Documents, Résumés and Covering Letters (pp. 84-93). Although not all participants will be asked for résumés in their job	Large group. The group should look at the different kinds of résumés: the functional and the chronological, in order to see what content is needed and

search, they are encouraged to prepare one as a record of all their experience and education. This kind of information is needed in a number of situations, job retraining or skills upgrading, for example.

The covering letter is useful for applying for specific jobs.

decide which type is most useful to them.

Individual activity. Participants should be encouraged to prepare a draft and bring it in for an individual interview.

The covering letter should be done with individual participants when they require it.

Unit Seven: Job Search II: Making Phone Calls and Going for Interviews

Orientation Objectives:

- to anticipate and develop strategies for dealing with phone calls and job interviews
- to learn one's rights in an interview and job search situation and to assert them
- to feel greater confidence in interviews
- to develop a better understanding of the job market
- to learn techniques of relaxation

Language Objectives:

- to learn the language functions and vocabulary appropriate for phone calls and interviews
- to become conscious of the non-verbal behaviour that gives information about how one is feeling

Outline of Unit Seven

Content and Suggested Activities	Facilitation Techniques and Tools
This unit focusses on contact situations with officials and employers, some of the problems women have with these encounters and ways to anticipate and deal with these problems. Although the phone call and interview models are presented in this unit, aspects of them have already appeared in earlier Units Two, Three and Four.	Large group. The group brainstorms about what they have learned to date that can help them in a phone call or job interview, both in terms of language and strategies. They then discuss what they feel they still need to prepare.
Remember Your Voice (p. 100). This section reminds participants of the non-verbal behaviour that gives the prospective employer information about the caller.	Large group. The group brainstorms and discusses the following questions: . How do you feel about making phone calls? Why? . When you make a call, what impression would you like to give? . How can you prepare yourself? The group then reads the suggestions (p. 100) for using the phone.
Calling to follow up on a classified ad (pp. 98-99) and Questions to Think and Talk About (p. 99). In Unit Six, the	Large group. Read the job ad and list the information that it gives on the flip chart. Then have the participants

groundwork was laid for this call in the exercise How to Answer an Ad (p. 81). This model deals with language and other strategies.	brainstorm about other necessary information. Group members read through the dialogue by taking turns playing the roles. They then break into pairs and answer the questions and report back to the group.
Phone Call Language (p. 100). See the description of the language component in the Methodology section for reference on the functional approach.	Large group → small groups → large group. The facilitator gives examples of language functions or what we use language for and asks participants for suggestions of grammatical forms to realize the functions. A flip chart worksheet is prepared, listing the functions on the left with space for the expressions on the right. The group breaks up into small groups, looks for expressions and then comes back to the large group to record their examples on the flip chart.
Role-playing Phone Calls.	Small groups → large group. The participants break up into groups of threes or fours to practise making calls; they then come to the large group to practise with tele-trainers and to get input from all those present.
Calling to Enquire about a Possible Job Vacancy (p. 96). This is a follow-up to the preparation in Unit Six. The two calls demonstrate the different	Large group → small groups. The group discusses the differences between the two calls and the questions on page 97. The group then divides up into small

responses an applicant may get if she has not already approached the company with a résumé.	groups and develops the appropriate language strategies for their own calls, and then does role-plays, as in the previous exercise.
Learning how to relax (p. 101). This exercise can be introduced at any time in the program, preferably when there is a discussion about facing difficult interactional situations.	Large group. The group brainstorms around the different ways we can use to relax in difficult situations or in anticipation of a difficult situation. The facilitator demonstrates this exercise and gets the participants to practise it. The participants are invited to show ways that they have learned to relax. (This could be done over a number of sessions allowing group members to be responsible for a demonstration in each session).
Looking at Ourselves--Our Body Language (p. 102). The objective of this exercise is to help participants become conscious of their non-verbal behaviour in interactional situations and how it could be interpreted. It is also an opportunity to look at cultural differences that influence the interaction. This discussion could take place earlier when the group is doing an analysis of role-plays.	Large group. Group members take turns reading the description of body language and discuss what may be considered "proper" body language in the Canadian job search context. The participants can also be invited to talk about what is appropriate in their own culture. The criteria listed on page 102 can be used in the analyses of role-plays by the participants and in the video tape Job Search: The Interview.
Job Search: The Interview. This video tape is a useful complement to the job	Large group. The participants are asked to look for a number of things in the

search skills development materials. It enables the group to analyze all aspects of the interview situation and see different models of behaviour as well as raises such issues as discriminatory treatment by the interviewer.	video tape, as suggested in the questions in Appendix IX.
Do's and Don't's of the Job Interview (p. 103). This section touches on a number of aspects of the job interview, some of which have been mentioned in other parts of the unit.	Large group. From their experience with the video tape on job search the group can do a brainstorming around the Do's and Don't's and them refer to the suggestions on pages 103-106.
Questions a Prospective Employer May Ask, Questions You May Want to Ask (p. 107) and Appendix IV: Finding Out About Your Rights: Provisions in the Ontario Human Rights Code Regarding Employment Applications and Interviews. The materials can be consulted and assigned at any point in the discussion of job interviews. The questions could be assigned earlier in the program and some mini role-plays could be done each session, referring to specific questions like, "What do you think are your best personal qualities?"	Large group → individual → small group. The questions can be assigned as a homework activity and the group can use the questions to role-play in small groups, for specific jobs that they have seen advertised in the classified ads. Participants who find real ads should be encouraged to make initial phone calls and ask for interviews. Questions that are discriminatory should be brought to their attention and the participants should role-play their strategy for dealing with them.
A Job Interview (p. 108). As this is a follow-up interview of a phone call where a lot of information was exchanged, there	The facilitation model used for the phone calls could be applied with this interview.

are a number of questions that won't be asked that usually appear in job interviews.

An added technique would be to tape the dialogue, have the group listen for pronunciation and have them practise the language functions. If the group had access to tape recorders or video cameras, they might enjoy observing themselves and learn to improve their performance.

After the Interview (p. 111). This can be used with the "real thing" and with the role-plays that are done in the group.

Large group → individual. After the participants role-play, these questions can be asked of the person role-playing by the other group members.

Unit Eight: On the Job

Orientation Objectives:

- to become more informed about one's rights as working women and the limitations of labour legislation
- to become more assertive in demanding one's rights
- to learn the procedures for complaining of a right's violation
- to increase one's understanding of labour unions
- to become more knowledgeable in issues related to one's concerns, such as free, universal, quality day care
- to learn the procedures for getting subsidized day care

Language Objectives:

- to understand the legislation protecting workers
- to make a complaint to the Employment Standards Branch
- to apply for subsidized day care

Outline of Unit Eight

Content and Suggested Activities	Facilitation Techniques and Tools
This unit relates to women as workers and as working parents. It deals with labour legislation, unions and day care, examining the strengths and limitations of all three. The question of rights and the violation of rights will have been raised in the role-play situations in the previous units. This unit in some ways is a consolidation of one's understanding of one's rights. The introduction to the unit (p. 113) stresses the role that collective action through unions plays in safeguarding workers' rights.	Large group. Group members take turns reading the introduction with clarification of vocabulary and concepts. This might be the most appropriate time to discuss the following: . what a union is . the advantages of belonging to a union . participants' experiences, if any, in unions
Workers' Rights: The Ontario Legislation (pp. 113-116). This section covers only the legislation that is most relevant to working women. For more information, see Appendix IV, Participant's Handbook or contact the Women's Bureau, Ministry of Labour.	Large group. The group brainstorms around the definition of rights and gives examples (e.g., human rights, workers' rights, etc.). They then read the legislation, taking turns and clarifying their understanding. Questions for discussion: . Have your rights been violated in your workplace?

	. What was your response? . Why do workers' rights continue to be violated on the job if there is legislation to protect the workers?
Limitations of the Labour Legislation (p. 118). Though this is cursory, it helps to explain to immigrant women why violations continue to occur in some workplaces.	Group members read and discuss the Questions to Think and Talk About.
The Rights of Working Women. This video tape deals with the labour legislation mentioned in this book, the violation of rights and lack of of legislation for certain "rights" (e.g., day care). See Appendix IX of this book.	Because the video tape has a lot of information condensed in a 28-minute period, it is advisable to pause for discussion after each right is presented. This is particularly true if the participants have language difficulties.
Making a Complaint to Employment Standards (p. 116). This exercise could follow as a response to the participants' experiences in the discussion around rights violations. See above.	Large group. Members of the group are polled to see if they have had their rights violated, and what their responses were. If they had difficulty or did not know the procedure for filing a complaint, they are referred to the description of the procedure and Lisa Huyn's story. If necessary, the situation could be role-played.
Unions and Immigrant Women (pp. 118-120).	Small groups → large group. The group divides into two to dramatize or role-play the two sections. The

	members take the roles of the three women; one could introduce the presentation and two would be responsible for leading the discussions. After each group has prepared, they present the drama to the others and involve them in a discussion. An alternative or added activity could be a visit of a person from a union.
Free, Universal, Quality Day Care (pp. 120-123). The lack of good childcare hinders the participation of women in the labour force. It also denies to many children a balanced, stimulating, nurturing early education. The objective of this article is to familiarize the participants with existing facilities for childcare, inform them of the issues involved in the demands for free, universal, quality day care and the role of a grass roots organization in that struggle.	Large group. The group reads the article and discusses the issues. A resource person from Action Day Care could be invited to speak about the present state of childcare delivery in the area or province. For those wishing to apply for subsidized childcare, they can be invited to role-play an interview with Metro Children's Services.
Bread and Roses (p. 123). This poem and song exemplify the role of collective action by workers to pressure industry and the government to improve their conditions of work.	Large group. For the facilitation technique, see Unit Three: Goals for the treatment of "Sewing Machines", a song and poem by Nancy White. Refer to the photo on the back cover of women participating in International Women's Day, 1981.

Unit Nine: The Next Step

Orientation Objectives:

- to evaluate one's learning experience
- to plan future steps
- to evaluate the group problem-solving experience
- to appreciate one's own potential for learning
- to feel greater self-reliance in carrying out one's plans

Language Objectives:

- to express feelings and give opinions
- to describe one's experience
- to analyze one's experience
- to state intentions

Outline of Unit Nine

Content and Suggested Activities	Facilitation Techniques and Tools
This unit is fairly self-explanatory--it is an evaluation of the program by the participants and a statement of their future plans. In addition to this evaluation, there is a second one in Appendix II; it takes the form of a questionnaire.	Large group. The facilitators do a review with the participants, using the process chart as a guide. They go over the parts of the evaluation with the participants to check for understanding. The participants are then asked to do the evaluation individually at home when they have some time to think about it.
This is also the time when the facilitators determine if there are participants who wish to continue meeting as a group or if they require further guidance or assistance.	In the following session, the evaluation is done as a group.

APPENDICES

I. Pre-Program Interview Questions 87
II. Final Evaluation Questionnaire 89
III. Promotional Flyer 94
IV. Staff Time Required and Anticipated Expenditures 95
V. Resources and Equipment 98
VI. Sample Session Outline 101
VII. Sample Session Evaluation 103

VIII. Selected Bibliographies

- Teaching Language and Orientation Classes 106
- Career Planning and Job Search 107
- Microtechnology 108
- Employment and Education of Immigrant Women in Canada 110

IX. Facilitators' Guide for:

- Rights of Working Women 114
- Job Search: The Interview 120

APPENDIX I

PRE-PROGRAM INTERVIEW QUESTIONS

Personal Data

1. What is your name? How do you spell it?

2. a. What is your address (postal code)?
   b. Phone number?

Family

3. Are you married? If yes, how long have you been married?

4. a. Do you have any children?
   b. How many children do you have?

5. a. How old are they? (is he/she?)
   b. Will you need child care if you come to the program?

Background

6. Where are you from?

7. What languages do you speak?

8. How long have you been in Canada?

9. What have you been doing since you came here?

Work and Job Search History

10. a. (If she has worked) How did you find your job? (through friends, classified ads, CEIC, etc.)

    b. (If she hasn't worked) What difficulties have you had in looking for work?

    c. Have you looked for a job through CEIC?

    d. Have you ever gone to a community agency or centre for assistance or advice?

11. What kind of work did you do in your country?

12. What kind of work would you like to do here?

Education and Training

13. a. Do you have any special training? What and where did you study?

13. b. Do you have any diplomas or certificates?

    c. Are they translated? evaluated?

14. How many years did you go to school in your country?

15. a. Have you had a chance to take a training course in Canada? What did you study?

    b. Have you tried to get into a course?

16. Where did you learn English?

17. How long did you study it?

18. Do you read and write English, too?

Interests and Future Plans

19. What do you need English for?

20. a. Are you interested in going back to school?

    b. (If yes) What would you like to take?

21. Where do you go when you need help or information?

22. What do you like to do in your free time?

23. Do you ever do any volunteer work? (helping people out or belonging to an organization)

24. How did you find out about this program?

25. What do you expect to learn?

26. (After explaining about the program) Do you think this program will be useful for you?

Note to the interviewer:

In order to assess the prospective participant's writing ability, she could be asked to write on a topic of her own choosing (e.g., the work experience she has from her country; what she wants to learn in the program, etc.)

APPENDIX II

FINAL EVALUATION QUESTIONNAIRE	a lot	some	a little	not at all
I. Learning in a Group				
A. I feel that the other group members helped me:				
. to clarify my own situation	____	____	____	____
. to feel less alone	____	____	____	____
. in defining what to do in specific situations	____	____	____	____
. in getting useful information	____	____	____	____
B. In the group discussions and activities:				
. there tended to be a focus on one or two people	____	____	____	____
. I felt left out	____	____	____	____
. everyone had a chance to speak	____	____	____	____
. the facilitators talked too much	____	____	____	____
. I got more confidence in expressing myself	____	____	____	____

	a lot	some	a little	not at all
II. Useful Information				
A. As a result of the program I feel more informed on:				
. training courses	____	____	____	____
. financial assistance	____	____	____	____
. job search	____	____	____	____
. my rights	____	____	____	____
. CEIC	____	____	____	____
B. As a way of obtaining information I learned from:				
. the Participant's Handbook	____	____	____	____
. hand-outs	____	____	____	____
. resource people	____	____	____	____
. the facilitators	____	____	____	____
. films and video tapes	____	____	____	____

	a lot	some	a little	not at all
III. Planning My Career				
A. The following showed me that there were more options than I had thought:				
. resource people	____	____	____	____
. individual counselling	____	____	____	____
. readings	____	____	____	____
. group suggestions	____	____	____	____
B. I now feel that:				
. I know how to get information about training programs	____	____	____	____
. I know what training programs are available	____	____	____	____
. I can go through the procedures of getting training	____	____	____	____
. I have a better idea of what I want to do	____	____	____	____

	a lot	some	a little	not at all
IV. Looking for a Job				
I now have a better idea:				
. where to look	____	____	____	____
. how to go about looking for a job	____	____	____	____
. preparing my résumé or job record	____	____	____	____
. what questions to expect in a job interview	____	____	____	____
. how to present myself positively in a job interview	____	____	____	____
V. Speaking English				
I feel:				
. more confident in speaking English to CEIC counsellors, employers and people in institutions	____	____	____	____
. I got relevant practice in the English language in the sessions	____	____	____	____
. I learned new words and useful expressions	____	____	____	____

	a lot	some	a little	not at all
VI. Asserting My Rights				
I feel stronger in:				
. insisting on my rights in a job search or employment situation	____	____	____	____
. looking for training programs	____	____	____	____
VII. Knowledge About Factors Affecting Employment and Training				
I understand better:				
. the obstacles that hinder me from achieving my goals	____	____	____	____
. the effects of technological change	____	____	____	____
. the labour market	____	____	____	____
. government policies on training programs	____	____	____	____

MAKING CHANGES

An Employment Orientation Program for Immigrant Women

This 10-Week program offers:

- Counselling to help you find what is right for you
- Opportunities in class to practise difficult situations e.g. job interviews and phone calls.
- English language practice.
- Information about:
  - sponsored training programs, going back to work or changing your job
  - community agencies and services
  - your rights as a working woman.
- Support after the course to help you carry out your plan.

Fee: Free

Classes begin: April 26, 1982

Time: Monday Evenings
7:00-10:00 p.m.

Place: Cross-Cultural Communication Centre,
1991 Dufferin Street,
Toronto (at Rogers Road)

Childcare provided.

For more information, call at 653-2223.

Please mail this form by April 9th to: CROSS-CULTURAL COMMUNICATION CENTRE
1991 Dufferin Street
Toronto, Ontario M6E 3P9

and one of the staff will call you to discuss the course.

Name:____________________ Phone:__________

Address:____________________

Ages of children needing daycare (if any): ____________________

APPENDIX IV

STAFF TIME REQUIRED AND ANTICIPATED EXPENDITURES

The following is an estimate of the staff gime required to implement a Making Changes program of ten 3-hour sessions, with a maximum of fifteen participants and two co-facilitators. The division of duties and hours will depend on each centre or group that runs the program. It is estimated that between 610 and 822 hours are required for the implementation of the complete program depending on the experience with the program and preparation and follow-up needed.

STAGE I: Prior to the program (over a period of two months)

Tasks/Duties/Activities	Number of Facilitators Involved in the Activity	Number of Hours
. Preparation and processing of fund-raising activity (grant application)	Task Divided	30-40
. Outreach and publicity	Task Divided	15-20
. Collection and preparation of course materials and resources	Task Divided	50-70
. Updating information	Task Divided	15-25
. Arranging for locale, equipment day care, resource persons, etc.	Task Divided	15-20
. Receiving responses to outreach, setting up and doing interviews with applicants and doing referrals	Task Divided	50-70

Tasks/Duties/Activities	Number of Facilitators Involved in the Activity	Number of Hours
. Professional development of staff	Both facilitators with equal time	25 x 2-25 x 2
		225-305
STAGE II: During the Program (Period of 10 Weeks)		
. Facilitating the sessions	Both Participate	40 x 2-40 x 2
. Preparation and evaluation of the sessions	Both Participate	60 x 2-90 x 2
. Administrative tasks	Tasks Divided	30-40
. Career counselling (between sessions)	Tasks Divided	60-80
		290-380
STAGE III: Follow-up (period of up to 4 months following the program)		
. Final evaluation of the program and preparation of a report	Both Involved	20 x 2-30 x 2
. Preparation and distribution of certificates or letters of attendance	Task Divided	5-7

Tasks/Duties/Activities	Number of Facilitators Involved in the Activity	Number of Hours
. Follow-up counselling	Task Divided	50-70
		95-137
Total number of staff hours:		610-822

Anticipated Expenditures

The following is a list of most of the expenditures that are made in offering a Making Changes program

- Facilitators' salaries
- Childcare
- Rental of equipment (video projectors, etc.)
- Purchase of materials (flip chart paper, felt pens, notebooks, facilitators' guides, participants; handbooks)
- Consumables and food items (for breaks)
- Professional development of staff
- Honorarium for space and maintenance
- Publicity (flyers, media advertising, mailing)
- Telephone
- Clerical costs
- Duplicating costs
- Administrative costs for processing grant applications
- Travel support

APPENDIX V

RESOURCES AND EQUIPMENT

The following is a list of resources and equipment available in Toronto. Most of these should be available near you.

Source	Phone No.	Resource
Bell Canada	599-4756	Tele-trainer Phones
Cross-Cultural Communication Centre 1991 Dufferin Street Toronto	653-2223	. Making Changes books . Participant's Handbook . Facilitator's Guide . Video tapes (3/4-inch cassette) . Job Search: The Interview . Working Women's Rights
Women's Workshop 499 Hibiscus Avenue London, Ontario N6H 3P2	(519) 472-1185 or (519) 439-8205	Breaking Through film about women entering skilled trades and technology
or		
Modern Talking Picture Service Ltd. 143 Sparks Avenue Willowdale, Ontario M2H 2S5	498-7293	

Source	Phone No.	Resources
Canada Employment and Immigration Commission For more locations, check pages of phone directory or *Participant's Handbook*, Appendix III	363-5931	*The Canadian Classification and Directory of Occupations*, Volumes I and II *Careers Canada* *Careers Ontario* Brochures Profiles Latest brochures on sponsored courses, Unemployment Insurance, lists of *actual* courses being sponsored
Health Career Services Ontario Hospital Association 150 Ferrand Drive Don Mills, Ontario M3C 1H6		A Guide to Health Careers
Communication Services Branch Ministry of Colleges and Universities Mowat Block, Queen's Park Toronto, Ontario M7A 1L2	965-6407	*Horizons: A Guide to Post-Secondary Education in Ontario*

Source	Phone No.	Resource
Guidance Centre Faculty of Education University of Toronto 1000 Yonge Street Toronto, Ontario M4W 2K8		Occupational Information Monograph Canadian Occupational Information Series
Newcomer Service Branch Ministry of Citizenship and Culture		English as a Second Language/Dialect Directory of Services and Resources

Note: For resources from the Ministry of Labour, Employment Standards, Human Rights and the Women's Bureau, see Partipant's Handbook, Appendix IV. For resources from Ministry of Education, boards of education and community colleges, see Participant's Handbook, Appendix II.

APPENDIX VI

SAMPLE SESSION OUTLINE

Session Three: Working Together as a Group and Goals

1. Linkage

   - Presentation of the activities. (See flip chart. These should be as close as possible to the ones mentioned in the book)

   - Evaluation of the previous session. Questions:

     What do you remember about the previous session?

     What did you learn from

     - the role-playing of the visits to the CEC?

     - the discussion about your background?

     - the story of Elena and her friends' suggestions?

     (These questions could be put on flip chart)

What new words or expressions did you learn? We'll be keeping a list here for people to add to as we learn them.

Developing Strategies (p. 31). Take turns reading Elena's last visit; then do an analysis.

2. Information about CEIC. We will continue with the exercise we began in Session Two.

   - Tour through a CEC, looking particularly at the job code, job title, application form (to take home), the different services offered by CEIC and a list of the courses. We can assure the participants that we will be covering this in more detail in the fifth session, "Training for a New Career". We will provide a list of the MPs in Toronto.

3. Helping each other to speak out in difficult situations (p. 28). Start with examples on page 29 and then ask participants for other examples. Then look at the set of questions (on the flip chart) and work through the situations.

BREAK

4. Goals. Brainstorm on definitions: of goals, long-term, short-term. Read together the introduction on goals and Lucia's story and take up questions (pp. 33-34).

   Do sample exercise with a participant's goals. Then divide into pairs to examine other participants' goals. Come back together to report (the partner doing the reporting). The pairs can use the questions on page 37.

5. Homework. The participants can do the Questions to Think and Talk About, p. 37 and prepare answers for Developing Strategies, p. 37.

APPENDIX VII

SAMPLE SESSION EVALUATION

Units Two and Three: Working Together as a Group and Goals

General Impression: Although a few women were absent and we didn't cover all we had set out to do, the session went very well. Some important learning objectives were achieved: the participants began to share relevant experiences that affected their lives; they identified and were able to use the new words and expressions learned in the two previous sessions; they practised their evaluation skills; group building continued through the sharing of experiences, the identification of problems and the offering of mutual support and advice; the participants articulated their feelings about working together in a group, i.e., they felt it was very useful and satisfying.

Linkage: An important and interesting experience was the informal, non-directed conversation that we had as the women were arriving. These situations will be picked up again in future discussions of unions, workman's compensation, family, etc. Manuela talked about her husband's health which is of great concern to her.

He has had two heart attacks: the first one at work, so he was eligible for workman's compensation. His doctor tells him that he can only do light work but he has experience and training in heavy work, that of a mechanic in a factory.

Juana spoke about her work as a waitress in a hotel. When we enquired about her wages and tips, she said that they had improved recently because the workplace had been unionized. She said it was very difficult to organize some of the workers because they were afraid of getting fired. During the organizing drive, the eleven organizers were, in fact, fired but were later reinstated. She didn't remember the name of the union but she said that she attended union meetings. She thought that the union improved conditions: better wages, seniority, recognition for experience.

New words/useful expressions. This turned out to be an excellent exercise, both from the language and the consciousness-raising point of view. The participants chose words which were fairly meaningful to them, i.e., perhaps they evoked an experience or gave them the language to describe a feeling or an experience they had had. They also asked for clarification of words that they didn't understand (e.g., insist, develop, analyze, angry, frustrated, intimidated, timid, passive, assertive, aggressive). It was clear that after doing the role-plays in the previous session, we should have had the participants name the behaviour in the different situations, i.e., passive, aggressive, assertive. This step would be useful in the summing up.

Evaluation of Session Two

They remembered Elena's visits to CEIC, learned to deal more effectively with CEIC, and they found out about their rights.

Developing Strategies (p.31). In having the participants reading the dialogue and then demonstrating assertive behaviour, we were again able to practise language. We also used the opportunity to correct pronunciation. This exercise also made clearer what the strategies were.

Information about CEIC. Using the flip chart, the group brainstormed about the procedures to follow in going to a CEC. (We also practised the initials for some of these words). We gave out information about CEIC including the list of MPs and their phone numbers, the forms used and lists of courses. We should have spent less time giving information and recognized that in fact the participants already had a lot of information.

Joyce had the experience in a CEC of being given a job title that had nothing to do with her occupation as a teacher. The counsellor felt that she would be unable to teach in this country and so gave her the title of a "packager". This, of course, would be suitable for a factory job. Joyce did not know she could protest and at the time her English was such that she did not feel she could ask for something different. She was angry recounting the experience.

Working together as a group. We presented the situations on page 29 and asked the participants about their own experience. Manuela talked about her experience in a hospital where she worked part-time as a cleaner. It was clear as she spoke that she was being abused because she was expected to do a lot more than was possible on her shift. We decided to try a role-play in which Naldi was her supervisor, asking her to perform a number of tasks that required her running from one floor to the next. A practical suggestion from one of the participants was that she try to finish one floor before going to the next. The ultimate solution was to try to get full-time employment there and she would then be better protected by the guidelines of the union.

The advantages and disadvantages of working together in a group. We started this exercise but didn't have much time to finish it. However, the participants came up with some good ideas on the advantages:

- we can learn from each other
- we can get ideas from each other
- we don't feel so isolated
- we can talk about problems
- we can suggest solutions
- we can encourage each other

APPENDIX VIII

SELECTED BIBLIOGRAPHY ON TEACHING LANGUAGE AND ORIENTATION CLASSES

Allen, Patrick. "Structural and Functional Models in Language Teaching", TESL Talk Vol. 8, I, Toronto (January 1977).

Barndt, Deborah and Tinglin, Winston. Social Animation: A Course on Leadership and Group Work Skills. Toronto: Cross-Cultural Communication Centre/Women Working with Immigrant Women, 1981.

Brumfit, C.J. and Johnson, K. The Communicative Approach to Language Teaching. London: Oxford University Press, 1979.

E.S.L. Core Group. Themes and Tools for Learning and Teaching. Toronto, 1979.

Leech, Geoffrey and Svartvik, Jan. A Communicative Grammar of English. London: Longman Group Ltd., 1975.

Unda, Jean. "An Approach to Language and Orientation", TESL Talk, Vol. 11, No. 4, Toronto (Fall 1980).

Watcyn, Peter. Penguin Functional English: Impact. London: Penguin, 1979.

Wilkins, D.A. Notional Syllabuses. London: Oxford University Press, 1976.

SELECTED BIBLIOGRAPHY ON CAREER PLANNING AND JOB SEARCH

Abarbanel, Karin and Siegel, Gonnie McClung. Woman's Work Book. New York: Warner's Books, Inc., 1975.

Azibo, Moni and Unumb, Therese Crylen. The Mature Woman's Back-to-Work Book. Chicago: Contemporary Books, Inc., 1980.

Bolles, Richard Nelson. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1978.

Bolles, Richard Nelson. The Three Boxes of Life and How to Get Out of Them. Berkeley, California: Ten Speed Press, 1978.

Cammaert, Lorna and Larsen, Carolyn C. A Woman's Choice: A Guide to Decision Making. Champaign, Illinois: Research Press Company, 1979.

Cornish, Mary and Ritchie, Laurell. Getting Organized: Building a Union. Toronto: The Women's Press, 1980.

Crystal, John C. and Bolles, Richard N. Where Do I Go From Here With My Life? New York: The Seabury Press, 1974.

Figler, Howard. The Complete Job-Search Handbook. New York: Holt, Rinehart and Winston, 1979.

Ricci, Larry J. High-Paying Blue-Collar Jobs for Women. New York: Ballantine Books, 1981.

Scholz, Nelle Tumlin, Prince, Judith Sosebee and Miller, Gordon Porter. How to Decide: A Workbook for Women. New York: Avon Books, 1975.

Prepared by Jo Saxby of Times Change Employment Service.

SELECTED BIBLIOGRAPHY ON MICROTECHNOLOGY

Women and the Chip: Case Studies of the Effects of Informatics on Employment in Canada. by Heather Menzies. Canada 1981 98 pages.

A good introduction to the effects of microtechnology on women's employment in Canada. Four case studies (corporate head office, major insurance company, bank and supermarket) are followed by analyses and predictions. The conclusion contains recommendations and a brief appendix lists "Occupations with Good Future Prospects".

Available in bookstores and libraries. Published by the Institute for Research on Public Policy, 2149 Mackay Street, Montreal, Quebec, H3G 2J2.

The Phone Book: Working at the Bell by Joan Newman Kuyek. Canada 1979 95 pages.

This book presents an inside view of Bell--what it's like to work there, as the author did for three years. Interviews with operators, service representatives, installers and others are followed by discussion of how the technology used and the corporation itself has changed over the years--usually to the detriment of Bell's employees and customers.

Available in bookstores and libraries. Published by Between the Lines, 97 Victoria Street North, Kitchener, Ontario.

The Techno/Peasant Survival Manual, a Print Project Book, U.S.A. 1980 314 pages.

A fascinating book for people of all ages, this work truly "de-mystifies the technology of the 80's". It includes chapters on microcomputing, fiber optics, lasers, genetic engineering, space shuttles, satellites, atomic energy, modern weapons technology and artificial intelligence. The book is filled with illustrations and photos.

Available at bookstores and some libraries. Published by Bantum Books, Inc., 666 Fifth Avenue, New York, New York 10103.

Extracted from "Microtechnology and Our Jobs: A Reading List for Office Workers" prepared by Ingrid Wellmeier of the New Technology Working Group, 145 Atlas Avenue, Toronto, Ontario.

SELECTED BIBLIOGRAPHY ON EMPLOYMENT AND EDUCATION OF IMMIGRANT WOMEN IN CANADA

The following is a selected bibliography of some of the materials in the Cross-Cultural Communication Centre's Resource Library that would be useful background and supplementary information to the topics and issues raised in this book and the Participant's Handbook.

The Resource Library has an extensive collection on immigrant women in Canada and their countries of origin, but the items listed here were taken only from the sections on education and employment. The collection also includes family, health care, interaction and immigration. Other relevant subject headings to check are: Canada - immigrant labour; Curriculum materials - ESL; Education - adult; Education - teachers; Women - Canada.

The Resource Library also has a number of periodicals and newsletters related to the topics of women, work and language training, such as Resources for Feminist Research, TESL Talk, Starting Out, Union Women, REAP and ERIC bibliographies such as References on Urban and Minority Education.

All print items are available for use at the Centre and three may be borrowed for a period of one week. Out-of-town users may order photocopies for 20¢ a page plus postage costs. Audio visuals may be previewed at the Centre free of charge and a $15 rental fee is payable when used outside the Centre. A somewhat outdated but more extensive bibliography of the Centre's materials on immigrant women is available from the Centre upon request.

EDUCATION

Alcan Smelters and Chemicals Ltd., Canadian Association of Smelters and Allied Workers; Manpower Consultative Services Committee; and Northwest Community College. "English Language Training for Immigrants in Industry: A Conference Report". Kitimat, B.C. November 1979.

Chiu, Luda. "The English Language Needs of Chinese Immigrant Workers: A Case Study". M.A. Thesis, University of Toronto 1980.

da Costa, G.A. "Orphans and Outlaws". Multiculturalism 2 (1978) pp. 4-7.

Education Journal, 3 (March 1981).

Ferraris, M. "The Bloor-Bathurst Language Project". Project Report, 1970 (Typewritten).

Henderson, Kathy with Frankie Armstrong and Sandra Kerr. My Song is My Own: 100 Women's Songs. London, England: Pluto Press, 1979.

The Immigrant Woman in Canada: A Right to Recognition. Part 1: Report of the Proceedings of the Conference, Toronto, March 20-22, 1981. Ottawa: Multiculturalism Directorate, Department of the Secretary of State, 1981.

The Immigrant Woman in Canada: A Right to Recognition. Part 2: Recommendations from the Conference, Toronto, March 20-22, 1981. Ottawa: Multiculturalism Directorate, Department of the Secretary of State, 1981.

Janke, Brenda and Yaron, Ronny. "A Report on Conditions in the Labour Market and Training Opportunities for Non-English Speaking Immigrant Women in Metro Toronto". Project Report, 1979 (Mimeographed).

Kapelos, Georgia. "The Relationship Between the Language and Orientation Projects for New Canadian Women and the Process of Acculturation". (1973) (Typewritten).

McCallum, Judith. Making Changes: A Course for Immigrant Women. Toronto: Humber College of Applied Arts and Technology, 1977.

Newsham, G.S. and Acheson, P. English as a Second Language in Canada. Montreal: Concordia University, Centre for the Teaching of English as a Second Language, 1979.

Tobias, Kathleen Jo. "A Case Study of Life-Skills Course for Immigrant Women". M.A. Thesis, University of Toronto, 1980.

EMPLOYMENT

Arnopoulos, Sheila McLeod. *Problems of Immigrant Women in the Canadian Labour Force*. Ottawa: Advisory Council on the Status of Women, 1979.

Canada. Parliament, House of Commons. Special Committee on Employment Opportunities for the 80's, Warren Allmand, Chairman. 32rd Parliament, 1st session. *Work for Tomorrow*: *Employment Opportunities for the 80's*. Ottawa, 1981.

Donovan, Louise. "Women in Training: Final Report". Vancouver, 1978 (Typewritten).

Ellwood, Wayne, Leslie, Genevieve and Foster, John. *Work We Will Not Do*. Issue 7. Toronto: United Church of Canada, n.d.

Epstein, Rachel. "I Thought There Was No More Slavery in Canada: West Indian Domestic Workers on Employment Visas". Vancouver: Labour Advocacy and Research Association (1979) (Mimeographed).

Farkas, Edie. "Victimizing the Domestic Workers". *The Last Post*, 6 (January 1978) pp. 17-19.

Howell, Shelly and Malone, Margaret. "Immigrant Women and Work". *Rikka*, 7 (Spring 1980) pp. 35-41).

MacDonald, John Stewart and McDonald, Leatrice. "Women at Work in Britain and in the Third World". New Community, 5 (1976) pp. 76-84.

Ng, Winnie. "Organizing Workers in the Garment Industry". *Rikka*, 7 (Spring 1980) pp. 30-32, 45.

The Law Union of Ontario. The Immigrant's Handbook: A Critical Guide. Montreal: Black Roses Books Ltd., 1981.

Yanz, Lynda and Briskin, Linda, eds. "Women and Trade Unions". RFR 10 (July 1981).

AUDIO VISUALS

Employment Resources: A Multi-Media Kit for ESL and Orientation Classes, Community Groups. London, Ontario: Womanpower, Inc., 1981.

Taken for Granted: Farm and Domestic Workers in British Columbia. Vancouver: Labour Advocacy and Research Association, 1979 (Slide-tape show).

We Women Workers. Toronto: Working Women Community Centre, 1979 (Slide-tape show).

Woman Alive. Vancouver: Vancouver Status of Women Council, 1974. (Video cassette).

APPENDIX IX

FACILITATORS' GUIDE FOR:

RIGHTS OF WORKING WOMEN

1. Introduction to the Guide

The video tape, Rights of Working Women, was produced by the Cross-Cultural Communication Centre in the summer of 1980. The program is appropriate for viewing and discussion in secondary schools, community organizing, union organizing and education, adult education classes and English as a second language classes.

The format of the program consists of a sparse narration with a series of interviews with women workers, government officials and community workers on issues pertaining to women and legislated and unlegislated rights.

The nature and variety of women's work continue to be crucial to the economy. While some legislation is in place which protects their rights, the inadequacy of such legislation in guaranteeing and enforcing women's right to work and to earn a reasonable living in safe working conditions is apparent.

2. Description of the Video Tape

Colour
28 minutes
August 1980

2.1 Human Rights and Employment
(3 minutes)

Ontario Human Rights legislation prohibits discrimination on the basis of race, colour, creed, ancestry, nationality and sex. The Canadian Human Rights Act provides similar provisions and also includes safeguards against discrimination on the basis of physical handicaps and previous offences. However, discrimination is hard to prove, and many legitimate complaints never reach the Human Rights Commission. This is attested to by a woman social worker who came to Canada in 1975. It is obvious, too, just from looking at the occupational structure in Canada, that immigrants--specifically immigrant women--get funnelled into certain kinds of jobs. This is a very real indication of discrimination in employment opportunity.

2.2 Conditions of Work (9 minutes)

2.2.1 Wages

The Employment Standards Act Amendment guarantees full- and part-time workers a minimum wage (as of September 1980, $3 an hour), in addition to time and a half for overtime work. Further, the Act assures equal pay for work of equal value in the same place of work. Despite additional measures which guarantee mealtime and other conditions of work, there are many ways in which employers can evade this legislation. One way is through piece work. A teacher from Hong Kong, who now works in a Toronto factory, is interviewed about her work experiences and she talks about how immigrant workers are divided, and in some cases, paid different wages on the basis of race.

2.2.2 Health and Safety

The Health and Safety Act says people have a right to a safe and healthy place of work. However, there are many places of employment where the conditions leave much to be desired. One immigrant woman talks about her job in the kitchen of a cafeteria where her complaints were met with threats of dismissal. Discussion of the benefits of Workmen's Compensation to which a worker can apply if injured, also includes the story of a woman who tried to collect such compensation after an injury in the laundryroom of the hotel where she worked.

2.2.3 Maternity Leave and Other Benefits

The Employment Standards Act prohibits firing an employee because she is pregnant and allows 17 weeks maternity leave if the employee has worked in the same place for a year and 11 weeks. Payment for these weeks may be sought through application to Unemployment Insurance. However, not everyone qualifies for benefits, and many people who do qualify experience problems collecting. This segment includes a brief discussion with a woman who feels that pregnant women should receive a more tangible form of support from a society which ultimately has a stake in its children.

The Employment Standards Act guarantees such rights as two weeks' paid vacation after one year of work; it also states that dismissal must be preceded by written notice whose length depends on the length of employment.

2.3 Unions (9 minutes)

2.3.1 Right to Organize

The Labour Relations Act makes it illegal for employers to fire a worker because of participation in a union and guarantees every worker the right to join a union. However, some workers, notably farmworkers and domestics, are not protected by this legislation. Where workers are covered, there is often no enforcement of the Act. A sewing machine operator describes her working conditions and intimidation practised by her employer when several of the women tried to organize a union. Women are generally not informed of their right to form a union and the benefits that can be gained through collective action. Such benefits include seniority, medical insurance, etc.

The speaker concludes that unions need to be much stronger to fight effectively for the rights of workers.

2.3.2 Unprotected Workers: Domestics

The exploited position of domestic workers is explored in detail. These workers are not covered by either the Human Rights Code nor the Employment Standards Act.

Most domestics come from Third World countries, and they are in a particularly vulnerable position with employers. For example, they are often required to work ten-hour days. A discussion with the president of Labour Rights for Domestic Servants also reveals that domestics are not necessarily covered by schemes like OHIP, even though they may pay into such schemes.

Note: Since this video tape was made, the Ontario government enacted new legislation covering domestic workers in late 1980. The Ministry of Labour should be contacted for more information.

2.4 Day Care (3 minutes)

Day care is woefully inadequate for the number of women who need it. About 56 percent of women (a conservative estimate) work. It is estimated that by 1990 some 70 percent of Canadian women will be working, many of whom will need day care for their children. Day care is still not accepted as a community responsibility, even though the social costs of inadequate care must be borne by society through social services such as care of delinquent youth. Day care groups, which include parents, teachers and concerned citizens, are still pressuring to maintain existing inadequate levels of service. To increase the level of acceptance, support and money for day care, it will be necessary to make it part of labour legislation, one day care worker concludes.

2.5 Adult Education (3 minutes)

While adult education programs proliferate, women are not guaranteed access to them. Much-needed English and other skill upgrading classes are hard to get into, particularly if you are not the "head" of a household. This lack of access prevents women from developing the skills and language facility that would inform them of their rights and provide the confidence to stand up for those rights.

2.6 Conclusion (1 minute)

The program concludes with the observation from a Human Rights Commission staff member that it is essential to know your rights: to remain constantly alert that those rights not be violated, and to organize with other people to assure the enforcement of those rights.

3. Appendices

3.1 Questions for Discussion: Community Workers

Human Rights and Employment

. What do you understand by discrimination?

. Can you give some examples of discrimination?

Conditions of Work

. What does "equal pay for work of equal value" mean?

. How many hours do you work before you get time and a half?

- What is piece work? Who gains from a piece work pay scheme--the employees or the company? Explain.

- What percentage of the profits of a company go back into a worker's wages?

Health and Safety

- What are the conditions of work in your workplace?
    - lunch hour time and facilities?
    - washroom facilities?
    - ventilation?
    - break time?
    - temperature?
    - equipment and machinery?
    - pace of work?

- What can you do if the conditions in your workplace are a danger to your health and safety? (or to that of your fellow workers?)

Maternity Leave and Other Benefits

- How many months does a woman have to work before she is entitled to maternity leave?

- Who pays benefits during maternity leave?

- What length of holiday time are you entitled to if you work for the same company for five years?

- Have you always received paid holiday time when you have worked?

- Have you ever been fired or laid off from a job?

- What notice time before lay-off were you given?

Unions

- What is a union?

- Is there a union in your workplace?

- Do you go to union meetings?

- If there is no union, would the workers like to organize one?

. What benefits would you be able to obtain through a union?

Relationship to Community Day Care

. Do you have children?

. Who takes care of them while you are working? (or, if you were to work)

. How much do you pay for your child care?

. How much government support is there for day care? Why?

Adult Education

. Why is it difficult for women to get into upgrading classes?

. What can women do to receive upgrading?

JOB SEARCH: THE INTERVIEW

The use of a video tape to develop job search skills

Introduction to the Guide

Job Search: The Interview is a video tape developed by the Cross-Cultural Communication Centre in 1980 for use in the Making Changes program. The video tape is a tool that is used both as a catalyst for discussion and analysis and also as a model for developing strategies in interview situations.

Job Search: The Interview

Description of the video tape

Colour
26 minutes
August 1980

Introduction

Looking for a job can be a demoralizing experience. Immigrant women encounter difficulties in addition to the usual ones met by job applicants. Some of the problems facing immigrant women are illustrated in the following three interviews. They represent a fairly realistic portrayal of the job search.

An Interview with a Community Counsellor

A counsellor comments on the kinds of hard, low-paid work available to immigrant women. She feels that the English language is often the basis for determining whether or not a woman gets a job regardless of her other qualifications.

Case I: Corene Crew, a West Indian Woman, Seeking a Job as a Receptionist (5 minutes)

This segment shows Corene travelling from a working-class Toronto neighbourhood to the downtown Toronto business section. She is met in an office setting by a receptionist who directs her to the personnel manager, an extremely businesslike, impersonal woman.

The interview itself consists of the manager firing a number of rapid questions at the job applicant. They include questions about her:

. work experience

. English

. residence in Canada

. feelings for Canada

. marital status

. number of children

. ability to handle a demanding job

Throughout the interview, Corene is very shy and insecure. Her body language (facial expression, posture, voice) shows this. She takes no initiative in inquiring about the prospective job and her replies are not adequate.

Case II: Mrs. Nuñez, a Latin American Woman Applying for a Position as a Dressmaker (5 minutes)

Mrs. Nuñez is shown in a small kitchen eating breakfast with her two small children. The scene shifts quickly to her interview with a woman owner of a small dressmaking boutique. The scene is relatively informal and takes place in the production area of the boutique. Questions that the owner asks Mrs. Nuñez include:

. experience in homeland

. Canadian experience

. ability to meet the standards of the work at the boutique

. salary expected

. overtime

Throughout the interview, Mrs. Nuñez responds extensively and eagerly, offering information on her family and personal life. She takes the initiative to ask for more information about the job. She makes the assumption that she will get the job and when the interview ends, Mrs. Nuñez is openly disappointed at not receiving a positive answer immediately.

Case III: Mary Wong, a Chinese Woman, Applying for a Position as a Garage Mechanic (5 minutes)

Mary Wong is shown speaking with two women friends about her fears of an upcoming interview with a local garage owner. Her friends reassure her because of her certificate as well as her extensive experience working as a mechanic in her husband's garage. At the interview Mary is asked by a sexist garage owner about her:

. ability to handle the work (e.g., to connect an engine, to change the rings in an eight-cylinder motor)

- certification as a mechanic
- children
- ability to cope with rough language from male co-workers

Mary is very calm and self-assured throughout the interview. She is specific in her questions about wages, co-workers, overtime pay, holidays and vacation pay. She also assures the garage owner of her experience and qualifications by talking about her training course and her apprenticeship in her husband's garage. The interview concludes with Mary Wong being given a two-day trial at the garage. Before she leaves she confirms that she will be paid for the two days.

Conclusion

Panel discussion with a Toronto community worker, speaking with three women who have completed a Making Changes program. In this discussion, all three cases are analyzed. The following areas are focussed on:

- general impression of the applicants' chances at getting the job
- the behaviour of the employers
- the behaviour of the job applicants
- suggestions for the applicants on how they might have improved their interviews

There was agreement among the panelists that:

- in Case I, the employer asked inappropriate and irrelevant questions and that the applicant was far too shy and unprepared
- in Case II, the employer's line of questioning suggests that she doesn't expect the applicant to be qualified and that the applicant talked too much about her private life.
- in Case III, the prospective employer became less offensive as the interview proceeded and that the applicant handled herself very well.

Summary (1 minute)

The program ends with the moderator making the following comments:

- looking for a job is not easy. Rather

than blaming oneself for failure, the prospective applicant is urged to realize that the employer's attitude, the applicant's own attitude and the job situation in general all affect one's chances of finding a job.

Using the Video Tape Within a Group

The objectives of the exercise are to:

- compare three different job interviews and evaluate how each applicant deals with it
- become more aware of the factors involved in the job interview, the job market and the attitude of the prospective employer
- develop analytical skills
- learn to prepare for a job interview in a systematic way
- increase self-confidence
- practise job interview or other difficult situations

ANALYZING THE THREE INTERVIEWS

Questions	Corene Crew	Mrs. Nuñez	Mary Wong
1. What job is the applicant seeking? What experience and qualifications are required?			
2. Does the applicant seem qualified? What are her qualifications?			
3. How well did she do in the interview?			
4. How do you think she felt? How do you know?			
5. How did the prospective employer behave?			
6. Do you think she'll get the job? Why? Why not?			
7. What did you like about the interview? What could the applicant have done differently?			

Procedure

The facilitator goes over the first six questions that are used to analyze the interviews with the group members, following a flip chart. She clarifies the questions and the exercise. The first interview is shown, the video tape is stopped and an analysis of it is done, using a brainstorming technique. This is repeated for the second and third interviews. Then, question No. 7 is raised for each interview: "What could she have done differently?" (For the questions, see the chart on page 127).

After the discussion, the "panel discussion" of the Making Changes participants is shown and their responses and insights can be compared with those of the group.

At this time, the members of the group could role-play the situation of the "applicants" in the video or they could share with the members of the group some difficult situation that they might want to role-play. The following process used is to describe and analyze a difficult situation within a group and get feedback.

1. The participant describes briefly the situation according to the following:

   . the people involved in it

   . the relationship of the people involved (e.g., a supervisor and a worker under him/her)

   . the situation (i.e., the issue and the exchange that takes place)

2. The participant then role-plays the situation with the group leader (or another group member) as it first happened.

3. After the role-play, the participant discusses the situation with the other participants and the facilitators. As a guide, the following questions could be asked concerning feelings, rights and risks:

   . What is your right in that situation?

   . How do you feel?

   . What do you want to say?

   . What do you want the other person to say (or do?)

- What is stopping you from saying what you want to say? (Are you nervous, scared, angry?)

- What can happen to you if you speak out? (What are the risks? Is it dangerous or threatening?)

- What can happen to you if you do not speak out? (What are the risks?)

4. A discussion follows in which suggestions are made by the other participants and the facilitators.

5. The participant who is sharing her situation is encouraged to role-play it again, this time using some of the suggestions that have come out of the discussion.

6. After the second role-play, group members discuss it with the person who has done the role-play, looking at the differences and reasons for the differences.

Value of Using Role-Plays

The role-play is often used in group sessions to involve all members of the group in assisting and encouraging their fellow participants to analyze a difficult situation and improve their performance in it. Role-playing a situation is more effective than describing it because:

- it demonstrates more realistically one's behaviour and body language in the situation

- it is therefore easier for the other group members and facilitators to identify problems and make suggestions about new strategies and body language

- if the participant has language difficulties, it is easier to use a direct approach form, such as in a dialogue, than an indirect speech form such as in a description

Practising Job Interviews

In practising job interviews, we look at questions that employers will likely ask and that job applicants should be prepared to answer. We also encourage the preparation of appropriate documents for interviews. The "job applicants" practise taking the initiative to ask questions and offer information about themselves, especially when the prospective employer is a "bad interviewer".

Additional Questions for Analysis and Discussion of Job Interview

1. What forms does discrimination take in these interviews? Discrimination may occur because job applicants:

   . are of another race or culture

   . are women

   . are not native speakers of Canadian English

   . have children

   . do not have Canadian experience

2. If you encounter discrimination, what can you do?

3. Let's say you are well prepared, self-assured and qualified; the interview goes well, but you still don't get the job. What are some possible reasons why this would happen?

4. Why is a job interview such an intimidating experience for most people?

Evaluation on Learning in the Job Interview Study

1. What have you learned in the analysis of this video?

2. If you had to give advice to someone going for a job interview, what would you suggest?

SALVADOREAN WOMEN!
WE DEMAND EQUAL PAY FOR WORK OF EQUAL VALUE
women's rights
SUPPORT ESL IN THE WORKPLACE
WE DEMAND FREE DAY CARE
FREEDOM FOR POLITICAL PRISONERS IN
WORKIN
COMMUN
266
267